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ABSTRACT

In order to determine what happens to students after they leave Bronx City College (BCC), the 6,050 graduated and nongraduated students who left BCC during the 1973 calendar year were sent questionnaires. From a final sample of 1,240 these student characteristics were gathered: graduate status on leaving, sex, ethnic group, full- or part-time enrollment, and BCC curriculum area. This personal data is tabulated against the responses to the questionnaire which emphasizes reasons for leaving BCC, post BCC academic status and experience, job experience and relevance of BCC studies to employment. Two important reasons for leaving before graduation were financial need and intention to continue education. Most BCC graduates continue their education immediately, while nongraduates at least plan to do so. Nongraduates who sought jobs had more difficulty finding jobs than graduates, and their salaries on full-time jobs were inferior. The survey includes student recommendations for changes in, or additions to, the BCC program. (MJK)

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ED 099064

Research Report

BRONX COMMUNITY COLLEGE
of THE CITY UNIVERSITY OF NEW YORK

B.C.C. 2-74

A Follow-Up Study of the Academic and Job Experiences of Students Graduating from Bronx Community College, or Leaving (without graduating) during 1973.

JC 750 003

October, 1974

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Introduction and Method

A two-year college has been considered a way-station for students on their way to further education and a profession on the one hand, and to a job and career on the other. Therefore, one of the most important (general) questions one can ask about the functioning of a two-year college is, "What happens to our students after they leave the college, in terms of continued education and/or job placement?" It is the answer to this question which motivated and directed this study.

Every student who left the college during the 1973 calendar year, either as a graduate or a non-graduate, was sent a questionnaire, with a covering letter from the President requesting his cooperation in the study. The questionnaire was sent out in April and December of 1973, that is, three months from the beginning of the Spring and Fall semesters, at which time the students who graduated or did not return to the college, could be identified.

A total of 6,050 questionnaires were sent (2,211 in the spring and 3,539 in the fall). Of these, approximately 9% were returned as "undeliverable". Of the remaining approximately 5,500 presumed delivered questionnaires, about 1,300 were returned of which 1,240 (or 23% of the 5,500 presumed delivered questionnaires) were considered valid for the purposes of the study. These statistics reflect the results of not only the original mailings, but of follow-up mailings, in June, 1973 and February, 1974, as well.

We are indebted to Professor Eleanor Harder and Theodore Awerman for their assistance in the development of the questionnaire.

Summary of Major Findings[1]

1. The median number of semesters required for students in the various B.C.C. curricula to earn their two year degrees, ranges from 5.2 and 5.4 for nursing and liberal arts students respectively, to 7.5 for engineering science students. There is evidence that differential proportions of part and full-time students within the various curriculum areas account for about 30% of the variance in the time required for graduation among the six major curriculum groupings.

2. The two most important reasons given by students for leaving B.C.C. prior to graduation are: a) financial need b) intention to continue education elsewhere (student opinion surveys have shown that about 20% of incoming freshman students plan to transfer out of B.C.C. before graduating). About one quarter of the non-graduates cite various "personal" problems as the major reason for leaving.

3. The great majority (about 85%) of the transfer curricula graduates continue their education without interruption after leaving B.C.C, while an additional 10% (approximately) plan to be enrolled within two years. Between 50%-60% of non-nursing career graduates also continue their education without interruption, while an additional 15%-20% plan to be enrolled within two years. Among the non-graduates, about 25% continue their education without interruption, while an additional 55% (approximately) plan to be enrolled within two years.

4. Eighty-five percent of the non-graduates who enroll immediately at another school or college after leaving B.C.C., enroll as matriculated students.

5. Among graduates who transfer, 2 out of 3 "transfer" curriculum graduates enroll in a C.U.N.Y. four year college, while 1 out of 2 "career" curriculum graduates do so. Of the non-graduates who transfer, 4 out of 10 enter a C.U.N.Y. four year college while another 1 in 10 transfers to another C.U.N.Y. community college. It is seen that 50% of the non-graduates who transfer find themselves at a non C.U.N.Y. school or college.

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[1] Summary statements are given in terms only of student graduate status and curriculum groups. Ethnic and sex group differences may be found in the body of the report, but have been omitted from the summary because much of the ethnic and sex group differences are believed to be a function of differential ethnic and sex group representation in the various curriculum groups.

6. Of all students (graduates and non-graduates) transferring to other colleges, only 30% receive financial assistance, as follows: scholarships, 6%; college financial aid, 17%; work-study, 7%. Liberal Arts students, who as a group show the highest proportion of full-time enrollments, also show the highest proportion of students receiving financial assistance, including a higher proportion of students in work-study programs.

7. Non-graduates who sought jobs had more difficulty finding jobs than graduates. Nursing graduates found jobs more easily than other graduates. Liberal Arts graduates experienced some difficulty in finding jobs. About 1 in 4 Liberal Arts graduates says he was denied at least one job for which he applied; 16% say it required more than seven weeks to find a job; and only 49% of the liberal arts graduates who sought jobs found full-time employment, in comparison with 81% of all graduates (inflated by a high proportion of nursing students in the graduate sample).

8. In general, graduate salaries on full-time jobs are superior to non-graduate salaries in practically every curriculum area.

9. A significantly smaller proportion of Liberal Arts students, than students in other curriculum groups (large enough for comparison), say their full-time jobs are related to their curriculum. This holds for non-graduates as well as for graduates. However, taken as a group (over all curriculum areas), graduates show a much higher probability of finding jobs related to their curriculum areas (.85), than non-graduates (.38).

10. Where students were employed in jobs related to their B.C.C. studies, a significantly higher proportion of the graduates than non-graduates say their studies were either "required" or "extremely important" in helping them find their jobs (disregarding curriculum sub-groups because of inadequate sizes).

11. While a higher proportion of graduates than non-graduates say their B.C.C. studies were either "very" or "moderately" useful on their jobs (.99 and .85 respectively), the proportion of non-graduates who do so attest may seem surprisingly high, that is, for a non-graduate group.

12. Student recommendations for changes in, or additions to, the B.C.C. program are found on pages 86-87.

A. Description of Final Sample

Tables 1-11 define the sample of students constituting the final data source for this study.

Sample Accuracy and Representativeness

The accuracy of the sample, especially of the graduate group, may be seen, in part, in the agreement between sample characteristics and known characteristics of the population. For example, Table 1 compares the distribution of sex, curriculum areas, and dates of student entry within the sample graduate group with actual registrar's statistics. (Table 2 gives a more detailed account of the dates of entry of graduates, as well as of non-graduates.) The data suggest extremely close agreement between the graduate sample and actual population in terms of the three specified criteria, which are independent categories, and in view of this it may be possible to consider the graduate sample of approximately 530 students as a very good representation of the total graduate population (approximately 1,200).

The representativeness of the non-graduate sample, at least in terms of sex and curriculum distributions as shown in Table 1a, is also seen to be moderately good. However, there is a noticeable discrepancy between sample and population proportions in terms of entry dates. Therefore, generalizations from the findings based on this sample of non-graduates, should be made only with great caution.

Sample Characteristics

Curriculum

Table 3 shows that the liberal arts and nursing student group each constitutes about one-third of all the sample graduates, the business group about one-fourth, while the engineering science and technology groups combined account for significantly less than one-tenth. Proportions do not differ markedly within the non-graduate group, as compared to graduates, except that there are slightly higher proportions of business career and technology students, and a considerably lower proportion of nursing students in the non-graduate group. In fact the nursing group constitutes only one-tenth of the non-graduate sample, in contrast to its one-third representation in the graduate sample.

A disparity in the way curriculum groups break down into graduates and non graduates is shown in the bottom section of Table 3a. It is clear from this table that, whereas from 30% to 40% of the separate curriculum groups other than nursing, are found in the graduate sample, 72% of the Nursing respondees are seen to be graduates. This, no doubt, reflects the actual higher proportion of graduates among nursing students.

Ethnic Groups

Tables 4 and 5 give the distribution of curriculum areas within each ethnic group, for graduates and non-graduates separately. Data in the columns headed "Total" in each table also show that the distributions of ethnic groups within the graduate and non-graduate groups are just about the same, i.e., about one-third in each group are black, one-third white,

and one-fifth to one-fourth hispanic. (The same proportions are seen in Table 3.)

Among black graduates, about half are in nursing, another fourth are in liberal arts (25.7% combined) and slightly less than one-fifth are in business fields. Engineering science and all technology areas contribute only 5% to the total graduate pool. Within the black non-graduate group, about one-third are seen to be found in liberal arts, close to one-fifth in nursing, and the remainder are distributed among the other areas.

Among hispanic graduates, liberal arts and nursing also constitute the major curriculum areas (70.6% combined) but the order is in reverse of that for black students. One-fourth are in business areas and only 5%, as for blacks, are in engineering science or technology. Within the hispanic non-graduate group, one-third are in liberal arts, and another one-third in business areas.

Among white graduates about one-third are in liberal arts, another one-third in business, and about one-quarter in nursing. Nearly 9% of this group are in engineering science or technology. Within the white non-graduate groups one-third are found in liberal arts, one-third in business, and only 5% in nursing.

Table 3a discloses that while there is an identical proportion of black and white graduates in the total sample (4[illegible]%), the proportion of hispanic graduates is somewhat lower (37%).

The size of the oriental-american group was inadequate for purposes of analysis.

Sex

It is clear from Table 3 that within both graduate and non-graduate groups, the female representation is larger than the male. In fact, in the graduate group, there are more than twice as many females as males.

Table 3a shows that a larger proportion of the female respondents were graduates (45.9%), as compared male respondents (37.7%). The above observations are undoubtedly due to the high proportion of nursing students represented in the sample, most of whom are graduates, and most of whom are female.

In support of the above, Table 6 shows that of all female graduates, almost one-half are nursing students, while another third are in liberal arts. Practically all of the remaining female graduates are in a business curriculum. Male graduates are distributed somewhat as follows: about one-third in liberal arts, another third in business, and about one-fourth in engineering science and technology.

Of the female non-graduates about one-third are from liberal arts, one-third from business areas, and 16% from nursing. Male non-graduates, on the other hand, come predominantly from liberal arts (42.3%), while business accounts for nearly an additional one-third, and engineering science and technology, one-fifth.

The "distorting" effect of the large representation of nursing students, most of whom are black and female, is again seen clearly in Table 7, which shows, for example, that whereas 82% of the black graduates are female, 74% of the black non graduates are also female, a much higher proportion than for the non graduate group as a whole (59%). The proportion of non-graduates who are female, for both hispanic and white groups, is practically the same as the proportion of females in the non-graduate group as a whole.

Tables 8 and 9 give the proportions of males and females, within curriculum areas for graduate and non-graduate groups separately, and for the groups combined. It can be seen that in business administration, graduate and non-graduate groups are represented by about the same ratio of males to females (about 2:1) while in the non-secretarial business careers, there is a higher proportion of males in the graduate group than there is in the non graduate group. In the liberal arts curriculum, there is a higher proportion of females in the graduate group than in the non-graduate group.

The differential rates of male-female graduate representation within the various curriculum groups probably reflect differences in sex enrollments in these curriculum groups, rather than in differential graduation rates per se.

Full or Part-time Enrollment

Tables 10 and 10a show clearly that the proportion in the graduating group which attended B.C.C. mainly full-time, exceeds the proportion in the non graduating group which attended mainly full-time. This is true for all ethnic groups and all but one curriculum group. If these proportions are true estimates of population statistics, they might be taken to show that (other conditions equal) students who do not attend full-time show a higher probability of not graduating, while the reverse would be indicated for students who do attend mainly full-time. On the other hand it is also obvious that the large representation in the sample of full-time nursing students, who have the highest probability of graduating of any curriculum, has greatly contributed to this finding, because most nursing students attend full time. The insignificant chi-square for graduates (Table 10a) indicates that the ratios of part time-full time for graduates do not differ among the ethnic groups. No chi-square could be computed for the non-graduate group because of a technical characteristic of the table (zero in one of the cells).

Table 10 shows that nursing and liberal arts students who graduate, show higher proportions of full-time attendance than graduates in other curriculum areas. Among non-graduates, students in the business transfer and career areas show higher proportions of part-time enrollment, compared with other students in other areas. When graduates and non-graduates are combined the curriculum areas are found to have the following proportions

of full time students (median number of semesters required by students to graduate in the different curriculum areas - is also shown):

	p full-time enrollment	Median semesters to graduation
Business Transfer	39.6	6.3
Engineering Science	61.5	7.5
Liberal Arts	67.6	5.4
Business Careers	50.4	6.0
Technology	64.6	6.5
Nursing	80.3	5.2

When the above curriculum areas are rank ordered for the proportion of full-time enrollment and correlated with the rank order of the median number of semesters required for graduation (within curriculum groups), a correlation coefficient of .54 is achieved, indicating a moderate relationship between proportion of full-time enrollment on the one hand, and semesters required for graduation, on the other.

Table 11 shows that female graduates exhibit markedly higher proportions of full-time students than male graduates, again reflecting the strong representation of full time, female nursing students in the sample. Among the non-graduates, a higher proportion of the males than females (56% to 41%) is seen to have been enrolled full-time.

Table 1. Agreement between Graduate Sample and Official Population Statistics: Sex, Curriculum, and Dates of Entry

Sex	Sample Proportion	Population Proportion
Males	31.9	31.3
Females	68.1	68.7
	100.0	100.0
Curriculum		
Business Transfer	6.9	8.6
Engineering Science	2.0	1.7
Liberal Arts	33.1	32.3
Business Careers	16.6	12.8
Technology	5.2	5.9
Nursing	33.7	38.6
Others	2.4	
	99.9	99.9
Date of Entry		
1971-72	23.9	29.3
1969-70	50.7	48.9
1967-68	11.7	12.0
1965-66	6.4	5.3
1963-64	4.5	3.8
Earlier than 1963	2.8	0.8
	100.0	100.1

Table 1a. Agreement between Non Graduate Sample and Official Population Statistics: Sex, Curriculum, and Dates of Entry

Sex	Sample Proportion	Population Proportion
Males	39.6	41.2
Females	60.4	58.8
	100.0	100.0
Curriculum		
Business Transfer	10.1	11.1
Engineering Science	2.6	3.5
Liberal Arts & P.A.	39.9	36.4
Business Careers	22.4	15.1
Technology	10.4	9.7
Nursing	10.8	15.6
Education Associate	3.4	8.4
No Response (7.5%) distributed		
	99.6	99.8
Date of Entry		
1973	16.0	9.6
1972	46.9	28.1
1971	17.4	28.1
1970	7.7	18.9
1968-69	5.0	9.3
1966-67	2.4	3.0
Earlier than 1966	4.2	3.0
	99.7	100.0

Table 2. Date of Entry Into B.C.C. for Graduates and Non Graduates

(numbers in parentheses are percents)

Date Entered	Graduates	Non Graduates
1973	-----	113 (16.0)
1972	4 (0.8)	331 (46.8)
1971	123 (23.1)	123 (17.3)
1970	205 (38.5)	55 (7.7)
1969	65 (12.2)	18 (2.4)
1968	37 (7.0)	18 (2.4)
1967	25 (4.7)	12 (1.7)
1966	24 (4.5)	5 (0.6)
1965	10 (1.9)	3 (0.4)
1964	17 (3.2)	3 (0.4)
1963	7 (1.3)	3 (0.4)
1962	7 (1.3)	9 (1.2)
1960	1 (0.2)	-- ---
Others	7 (1.3)	13 (1.8)
Total	532 (43.0)	706 (57.0)

Table 3. Proportions of Total Sample by Sex, Ethnic Group, and Curriculum, for Graduates and Non Graduates

	Graduates	Non Graduates
Sex		
Male	31.9	39.6
Female	68.1	60.4
Ethnic Group		
Black	35.5	33.0
Hispanic	19.3	24.9
White	38.7	35.9
Oriental	0.8	1.2
Other	5.7	5.0
Curriculum		
Business Transfer	6.9	9.3
Engineering Science	2.0	2.3
Liberal Arts	33.1	36.6
Business Careers	16.6	22.0
Technology	5.2	9.8
Nursing	33.7	9.8
Others	2.4	10.2

Table 3a. Proportions of Graduates and Non Graduates within Sex, Ethnic, and Curriculum Groups.

	N	Proportion in Graduate Group	Proportion in Non Graduate Group
Males	448	37.7	62.3
Females	788	45.9	54.1
Black American	394	44.4	55.9
Hispanic American	260	36.5	63.5
White American	429	44.5	55.5
Oriental American	12	33.3	66.7
Business Transfer	99	34.3	65.7
Engineering Science	26	38.5	61.5
Liberal Arts	435	40.5	59.5
Business Careers	238	36.1	63.9
Technology	98	30.6	69.4
Nursing	251	72.1	27.9

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Table 4. Ethnic Groups by Curriculum: Graduates

	N	Bus Adm	Bus Teach	Bus Car*	Ed Assoc	Eng Sci	Elec Tech	Mech Tech	L.A.	Med. Lab.	Nurs	Perf Arts	Sec Stud	Others	Total
Black American	175	4.0	2.3	4.6	3.4	1.1	1.7	1.7	24.6	0.6	48.0	1.1	5.7	1.1	35.5
Hispanic American	95	6.3	0.0	10.5	1.1	2.1	1.1	0.0	41.1	2.1	29.5	0.0	5.3	1.1	19.3
White American	191	6.8	0.5	16.8	1.0	2.1	3.1	2.6	35.6	1.0	22.5	0.5	7.3	0.0	38.7
Oriental American	4	25.0	0.0	0.0	0.0	0.0	25.0	0.0	0.0	25.0	25.0	0.0	0.0	0.0	0.8
Other	28	3.6	3.6	7.1	0.0	7.1	3.6	0.0	35.7	0.0	35.7	0.0	3.6	0.0	5.7
Total	493	5.7	1.2	10.5	1.8	2.0	2.4	1.6	32.5	1.2	33.7	0.6	6.1	0.6	493

*excluding Secretarial Studies

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Table 5. Ethnic Groups by Curriculum: Non Graduates

	N	Bus Adm	Bus Teach	Bus Car	Chem Tech	Ed Assoc	Eng Sci	Elec Tech	Mech Tech	L.A.	Med Lab	Nurs	Perf Arts	Sec Stud	Others	Total
Black American	219	7.8	0.9	9.1	0.0	4.1	0.9	1.8	0.0	34.7	5.9	16.9	1.4	9.1	7.3	33.0
Hispanic American	165	9.7	1.8	12.7	0.0	1.2	3.6	3.0	1.2	32.7	6.1	8.5	1.2	10.9	7.3	24.9
White American	238	8.8	0.4	14.3	1.7	2.1	2.1	2.9	0.8	37.4	4.6	5.0	0.4	10.9	8.4	35.9
Oriental American	8	0.0	0.0	25.0	0.0	0.0	0.0	0.0	0.0	62.5	0.0	0.0	12.5	0.0	0.0	1.2
Other	33	6.1	0.0	12.1	0.0	3.0	6.1	6.1	3.0	33.3	12.1	6.1	3.0	3.0	6.1	5.0
Total	663	8.4	0.9	12.2	0.6	2.6	2.3	2.7	0.8	35.4	5.7	9.8	1.2	9.8	7.6	663

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Table 6. Graduate Status by Sex and B.C.C. Curriculum Area

B.C.C. Curriculum	Graduates		Non Graduates	
	Male	Female	Male	Female
Business Transfer	11.2	4.1	12.9	6.8
Engineering Science	5.9	0.0	5.7	0.0
Liberal Arts, Music and Art	37.9	30.9	42.3	32.9
Business Careers and Secretarial Studies	22.5	13.3	17.6	24.2
Technology	16.6	0.6	15.4	5.9
Nursing	4.7	47.5	0.7	16.0
Others	1.2	3.6	5.4	14.3
N	169	362	279	426

Table 7. Graduate Status by Ethnic Group and Sex

	Graduates			Non Graduates		
	N	Male	Female	N	Male	Female
Black American	175	17.7	82.3	219	26.0	74.0
Hispanic American	95	33.7	66.3	165	47.3	52.7
White American	191	42.9	57.1	238	47.5	52.5
Oriental American	4	50.0	50.0	8	62.5	37.5
Other	27	37.0	63.0	33	51.5	48.5
Total	492	31.9	68.1	663	40.7	59.3

$X^2 = 27.98$

$p < .001$

$X^2 = 30.19$

$p < .001$

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Table 8. Distribution of Sexes Within Curriculum Groups for Graduates

Curriculum Group	Graduates		
	N	%M	%F
Business Administration	28	64.3	35.7
Business Teaching	6	16.7	83.3
Business Careers (excepting Secretarial Studies)	54	70.4	29.6
Chemical Technology	0	0.0	0.0
Education Associate	10	0.0	100.0
Engineering Science	10	100.0	0.0
Electrical Technology	15	100.0	0.0
Mechanical Technology	8	87.5	12.5
Liberal Arts & Science	173	37.0	63.0
Medical Laboratory Technology	7	85.7	14.3
Nursing	180	4.4	95.6
Performing Arts - Music	3	0.0	100.0
Secretarial Studies	32	0.0	100.0
Other	5	40.0	60.0
Total	531	31.8	68.2

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Table 9. Distribution of Sexes Within Curriculum Groups for Non Graduates and Total Sample.

Curriculum	Non Graduates			Total Sample		
	N	%M	%F	N	%M	%F
Business Administration	59	61.0	39.0	87	62.1	37.9
Business Teaching	6	0.0	100.0	12	8.3	91.7
Business Careers (excepting Secretarial Studies)	84	58.3	41.7	138	63.0	37.0
Chemical Technology	5	80.0	20.0	5	80.0	20.0
Education Associate	22	0.0	100.0	32	0.0	100.0
Engineering Science	16	100.0	0.0	26	100.0	0.0
Electrical Technology	18	94.4	5.6	33	97.0	3.0
Mechanical Technology	6	100.0	0.0	14	92.9	7.1
Liberal Arts & Science	250	45.2	54.8	423	41.8	58.2
Medical Laboratory Technology	39	41.0	59.0	46	47.8	52.2
Nursing	70	2.9	97.1	250	4.0	96.0
Performing Arts - Music	8	62.5	37.5	11	45.5	54.5
Secretarial Studies	68	0.0	100.0	100	0.0	100.0
Other	54	27.8	72.2	59	28.8	71.2
Total	705	39.6	60.4	1236	36.2	63.8

Table 10. Full-Part time Enrollment at B.C.C. for Graduates and Non Graduates, by Curriculum Group

Curriculum	Graduates			Non Graduates		
	N	Mainly Part time	Mainly Full time	N	Mainly Part time	Mainly Full time
Business Transfer	33	36.4	63.6	63	73.0	27.0
Engineering Science	10	30.0	70.0	16	43.8	56.3
Liberal Arts	174	19.0	81.0	255	42.4	57.6
Business Careers	86	31.4	68.6	150	60.0	40.0
Technology	29	37.9	62.1	67	34.3	65.7
Nursing	174	6.9	93.1	70	51.4	48.6
Others	15	100.0	0.0	69	81.2	18.8
Total	521	21.7	78.3	690	53.0	47.0

$x^2 = 56$ $p < .001$

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Table 10a. Full-Part time Enrollment at B.C.C. for Graduates and Non Graduates, by Ethnic Group.

	Graduates			Non Graduates		
	N	Mainly Part time	Mainly Full time	N	Mainly Part time	Mainly Full time
Black American	171	24.0	76.0	216	55.6	44.4
Hispanic American	94	17.0	83.0	160	48.8	51.3
White American	190	22.6	77.4	233	54.5	45.5
Oriental American	4	25.0	75.0	8	0.0	100.0
Other	26	19.2	80.8	33	57.6	42.4
Total	485	21.9	78.1	650	52.9	47.1

$X^2 = 1.93$

$p > .70$

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Table 11. Full-Part time Enrollment at B.C.C., by Sex and Graduate Status

	Male		Female	
	Graduates	Non Graduates	Graduates	Non Graduates
Full time	69.2	56.0	82.7	41.0
Part time	30.8	44.0	17.3	59.0
N	169	275	352	415

B. Reasons for Leaving and Post B.C.C. Education Plans

Reasons for Leaving

By Curriculum

Over six hundred non-graduates responded to the question inquiring about the reasons for leaving B.C.C. prior to graduation. The reasons given should be seen within the context of how long these students were enrolled in the college before leaving. Table 2 shows that 16% were enrolled for one or less than one semester, while another 47% were enrolled for up to 3 semesters. If the sample is representative, it may be said that about 50% of all students who do not return to the college in any year have been in attendance for about one year.

Table 12 shows the first major reason given by students for not returning to the college, according to curriculum group and over-all groups. For most curriculum groups financial need is given as the most important reason, with engineering science and technology students showing slightly higher proportions claiming this reason. While still significant, it is not of over-riding importance in the liberal arts group (15.7%), where almost 24% of the students indicate that the desire to transfer to another school or college was the single most important reason. A high transfer motive is also suggested for the engineering science group, but this is based on only 16 students. If one combines the two financial need related reasons, "financial need" and "more interest in job than school", it may be seen that almost one in four students, over all curriculum groups, claims he/she left B.C.C. for financial reasons.

While liberal arts, engineering science, and technology students show sizeable proportions indicating transfer as the most important reason, few business students (transfer or career), give this as their major reason.

A high proportion (12%) of engineering science students say that their major reason for leaving was that they could not get courses relevant to their educational goals, but again this is based on a total of only 16 students.

If one combines the non academic, non financial, "personal problem" type reasons for leaving (including marriage and maternity), it may be seen that almsot one in four students attributes leaving college to one of these reasons. Health or illness accounts for almost 6% of this, marriage and maternity about 8%, and personal or family problems about another 8%. Nursing students, not unexpectedly, show the highest proportion claiming maternity as the major reason for not returning, (97% of non-graduating nursing students are females).

Students do not appear to identify "academic type" reasons as the major ones for not returning. About 10% (combined) claim they did not return because courses were either not relevant to their educational goals or because of inconvenient schedules. Less than 2% say they could not get the academic help they needed, and only about 3% attribute their leaving to being in the wrong curriculum or to poor advisement in high school.

Inexplicably, a significantly higher proportion of business transfer students (8%) identify change in residence as the major reason, in contrast to all other curriculum groups whose combined mean proportion would be less than 3%.

By Ethnic Groups

Analysis by ethnic groups shows that a much higher proportion of hispanics and blacks cite financial need as the major reason for leaving, than whites, while a significantly higher proportion of whites than blacks indicate that they left B.C.C. to continue their education elsewhere. Blacks give "maternity" as the major reason far more frequently than hispanics or whites (the influence of the high proportion of black, female nursing students in the sample.) They also give "inconvenient schedules" as the major reason more often than the other groups. Hispanics, on the other hand give "personal or family problems" as the major reason more frequently than the other groups.

By Sex

Table 14 shows a fairly close agreement between males and females on most reasons for leaving B.C.C. However a higher proportion of males than females identify financial need as the first major reason, while higher percentages of females than males identify poor health or illness, and personal or family problems.

Second major reasons for leaving are distributed by sex and ethnic group in Tables 14 and 15. Financial reasons and personal problems again are cited as most important (second major reasons) by those who ostensibly did not cite them as of primary importance. Again blacks and hispanics cite these more frequently than whites, and while not highlighted (as a second major reason) blacks and hispanics cite poor health and illness more frequently than whites. Whites, on the other hand, identify "courses not relevant to my educational goals" as an important second major reason, far more frequently than blacks or hispanics.

Post B.C.C. Education Status

Before describing the post B.C.C. school enrollments and plans of the students in the sample, it may be of interest to learn how the non-graduates perceived their matriculation status at B.C.C. at the time they left the college. Table 16, which displays the pertinent data by ethnic group, shows clearly that while the great majority of the students believed they had left in a non-matriculated condition (64.4%), 24%, or one in four non-graduates, were not able to indicate, with any certainty, whether or not they had retained or lost their matriculation status. While the reason for this is not

clear, one possiblity is that most of these "unsure" students were enrolled at the college for only a very short time, a few days or weeks perhaps, before the terms "matriculated" and "non-matriculated" had become familiar or meaningful.

By Curriculum

Tables 17 and 18 describe the educational status or plans of graduates and non-graduates respectively, by curriculum group. Since the questionnaire was filled out by students during the semester immediately following their withdrawal from B,C,C., the proportions given for students who were enrolled at another school or college reflect their status at that point in time only. The tables show that for graduates, between 80%-85% of the transfer students are enrolled, compared to lower but substantial proportions of "career" students. It can be seen that while only 21% of the nursing students are enrolled, 52% of the business career students and 62% of the technology students have enrolled. On the other hand 61% of the nursing students plan to enroll at a college within two years. This suggests that many of the nursing graduates have taken full-time positions, in contrast to graduates in other areas. Over all graduate subgroups, Table 19 shows that 58% of the graduates are continuing their education while another 28% plan to continue within a two year period. Only 14% of all students, predominantly from the career curriculum areas, do not plan to enroll within a two year period.

Table 18 shows that while 24% of all non graduates are enrolled (slightly higher proportions for the transfer group, slightly lower for the career group), an additional 55% say they plan to be enrolled in a college within a two year period. In fact, only a slightly higher percentage of non-graduates (21%) are not, or say they will not be, enrolled at a school or college within a two year period, as compared with graduates (14%).

By Ethnic Group

Tables 19 and 20 present the same data as in the previous section, but arranged by four ethnic groups, for graduates and non-graduates respectively. Table 19 shows that (for graduates) a somewhat lower proportion of blacks, as compared with hispanics and whites, are enrolled at a school or college. On the other hand, the proportion of blacks who plan to enroll within a two year period is so much greater than the other groups, that blacks are seen to have a markedly lower proportion (8%) who are not, and do not plan within 2 years to be, enrolled in a school or college, as compared to hispanics (16%) and whites (21%). Again, the interaction of ethnic group and curriculum probably accounts for most of these differences.

Among the non-graduates (Table 20), a higher proportion of whites (34%) are enrolled as compared to blacks and hispanics, but when the intention to enroll within a two year period is taken into

account, only 10% of blacks are seen to be both not enrolled at a college and not expecting to be enrolled within two years, as compared to 16% for hispanics, and 21% for whites. Again these differences may be explained by the fact that a significantly higher proportion of black non-graduates (17%) are in the nursing (high re-enrollment potential) curriculum, as compared with hispanics (8.5%), and whites (5%). See Table 5.

By Sex

Table 21, a compilation of the data by sex, again illustrates the strong influence of the large nursing group among graduates, for it is seen that a markedly higher proportion of males than females claim to be enrolled in a school or college. However, despite the extremely high percentage (61%) of nurses (graduates) who say they plan to enroll within two years, females are seen to exceed males significantly in the proportions who are not enrolled, and who do not expect to be enrolled within a two year period (females 17%, males 8%). This may be due to the relatively high proportion of business career students (33%), many of whom were in secretarial studies and therefore females, who indicated they did not intend to continue their education within a two year period.

Among non-graduates, enrollment status and plans for enrollment do not show the marked contrasts as among graduates. A somewhat higher proportion of male non-graduates (30%), than females (21%), are enrolled.

However, a slightly higher proportion of females (61%) than males (55%) are seen to be planning re-enrollment, leaving about the same proportion of each sex group who do not expect to be enrolled within a two year period (15% to 18%).

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Table 12. Reasons for Leaving B.C.C., by Curriculum Group
1st Major Reason

Reasons	Bus Trans	Eng Science	Liberal Arts	Bus Careers	Tech-nology	Nurs-ing	T
1. To continue education elsewhere.	4.8	31.3	23.8	9.2	15.4	12.5	16.2
2. Courses too difficult.	0.0	0.0	0.8	2.1	3.1	0.0	1.2
3. Courses not relevant to my educational goals.	1.6	12.5	6.5	4.3	3.1	1.6	4.6
4. Inconvenient schedules.	8.1	6.3	5.2	5.0	6.2	1.6	5.1
5. Could not get academic help needed.	0.0	0.0	2.4	0.0	0.0	4.7	1.3
6. Wrong curriculum.	4.8	6.3	2.0	1.4	3.1	0.0	2.5
7. Poor advisement in high school.	1.6	0.0	0.0	0.7	0.0	4.7	0.7
8. Loss of interest in school.	3.2	0.0	3.2	2.1	3.1	0.0	2.4
9. No help or cooperation from family.	1.6	0.0	0.8	1.4	0.0	1.6	0.9
10. Loss of matriculation.	6.5	0.0	2.8	5.7	4.6	4.7	3.7
11. Financial need or need to support self or family.	22.6	31.3	15.7	19.1	29.2	20.3	19.5
12. More interest in job than school.	4.8	0.0	1.6	3.5	6.2	0.0	2.7
13. Poor health or illness.	3.2	0.0	6.0	6.4	6.2	7.8	5.7
14. Marriage.	0.0	0.0	2.0	3.5	1.5	1.6	2.1
15. Maternity.	4.8	0.0	6.0	5.7	1.5	14.1	6.3
16. Change in residence.	8.1	0.0	3.2	2.8	1.5	3.1	3.0
17. Hard to commute to college.	4.8	0.0	3.6	4.3	1.5	0.0	3.1
18. Personal or family problems.	8.1	6.3	6.9	7.8	3.1	7.8	7.3
Other	11.3	7.1	6.5	14.9	10.8	14.1	11.3
N	62	16	248	141	65	64	596

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Table 13. Reasons for Leaving B.C.C., by Ethnic Group
1st Major Reason

Reasons	Black	His-panic	White	Orien-tal	Other	T
1. To continue eduation elsewhere.	7.2	10.5	24.5	50.0	35.5	16.2
2. Courses too difficult.	0.5	2.6	0.4	12.5	0.0	1.1
3. Courses not relevant to my educational goals.	5.3	3.9	5.2	0.0	0.0	4.6
4. Inconvenient schedules.	8.2	4.6	2.6	0.0	6.5	5.1
5. Could not get academic help needed.	2.4	0.0	1.3	0.0	3.2	1.4
6. Wrong curriculum.	2.9	3.3	2.2	0.0	0.0	2.5
7. Poor advisement in high school.	1.0	1.3	0.4	0.0	0.0	0.8
8. Loss of interest in school.	1.0	1.3	4.4	0.0	6.5	2.5
9. No help or cooperation from family.	0.5	0.7	0.9	12.5	0.0	0.8
10. Loss of matriculation.	4.8	4.6	3.1	0.0	3.2	4.0
11. Financial need or need to support self or family.	22.6	28.1	13.1	12.5	9.7	19.7
12. More interest in job than school.	1.4	2.6	4.4	0.0	3.2	2.9
13. Poor health or illness.	6.3	6.5	4.8	0.0	3.2	5.6
14. Marriage.	1.9	2.0	3.1	0.0	0.0	2.2
15. Maternity.	12.0	4.6	1.7	0.0	6.5	6.0
16. Change in residence.	1.9	0.7	5.2	0.0	3.2	2.9
17. Hard to commute to college.	1.9	2.6	4.8	0.0	6.5	3.3
18. Personal or family problems.	7.2	11.1	5.7	0.0	3.2	7.3
Other	11.1	9.2	12.2	12.5	9.7	10.9
N	208	153	229	8	31	629

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Table 14. Reasons for Leaving B.C.C., by Sex

Reasons	1st Major Reason		2nd Major Reason	
	Male	Female	Male	Female
1. To continue education elsewhere.	15.4	14.1	7.7	5.1
2. Courses too difficult.	1.5	2.0	4.5	2.8
3. Courses not relevant to my educational goals.	6.1	3.7	9.0	7.8
4. Inconvenient schedules.	4.2	5.7	7.7	4.1
5. Could not get academic help needed.	1.1	1.5	3.2	1.4
6. Wrong curriculum.	3.8	1.7	7.7	4.6
7. Poor advisement in high school.	0.4	1.0	2.6	0.5
8. Loss of interest in school.	3.8	1.5	5.1	3.7
9. No help or cooperation from family.	0.0	1.5	2.6	2.8
10. Loss of matriculation.	4.9	3.0	1.3	5.5
11. Financial need or need to support self or family.	25.1	15.8	12.8	12.4
12. More interest in job than school.	4.2	1.7	3.8	2.3
13. Poor health or illness.	2.7	7.7	2.6	5.1
14. Marriage.	1.5	2.5	2.6	0.9
15. Maternity.	0.4	10.1	1.3	2.3
16. Change in residence.	3.0	3.0	2.6	2.8
17. Hard to commute to college.	2.7	3.5	5.8	10.6
18. Personal or family problems.	3.8	9.7	10.9	16.6
Other	11.4	11.4	6.4	8.8
Total N	263	404	156	217

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Table 15. Reasons for Leaving B.C.C., by Ethnic Group
2nd Major Reason

Reasons	Black	His-panic	White	Orien-tal	Other	T
1. To continue eduation elsewhere.	6.1	2.2	9.4	0.0	6.3	6.2
2. Courses too difficult.	2.6	7.7	1.6	0.0	6.3	3.7
3. Courses not relevant to my educational goals.	5.2	3.3	13.3	0.0	18.8	8.2
4. Inconvenient schedules.	3.5	6.6	7.8	0.0	0.0	5.7
5. Could not get academic help needed.	2.6	2.2	2.3	0.0	0.0	2.3
6. Wrong curriculum.	5.2	4.4	7.0	0.0	6.3	5.7
7. Poor advisement in high school.	0.9	1.1	0.8	0.0	6.3	1.1
8. Loss of interest in school.	4.3	2.2	5.5	0.0	6.3	4.2
9. No help or cooperation from family.	1.7	4.4	0.8	33.3	6.3	2.5
10. Loss of matriculation.	7.8	3.3	0.0	0.0	0.0	3.4
11. Financial need or need to support self or family.	13.9	14.3	9.4	33.3	12.5	12.5
12. More interest in job than school.	2.6	3.3	3.1	0.0	6.3	3.1
13. Poor health or illness.	6.1	6.6	1.6	0.0	0.0	4.2
14. Marriage.	0.9	4.4	0.0	0.0	6.3	1.7
15. Maternity.	4.3	2.2	0.0	0.0	0.0	2.0
16. Change in residence.	0.9	3.3	4.7	0.0	0.0	2.8
17. Hard to commute to college.	7.0	5.5	10.9	33.3	12.5	8.5
18. Personal or family problems.	19.1	14.3	10.9	0.0	6.3	14.2
Other	5.2	8.8	10.9	0.0	0.0	8.0
N	115	91	128	3	16	353

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Table 16. Perceived Matriculation Status of Non Graduates Upon Leaving B.C.C., by Ethnic Group.

Ethnic Group	N	Matriculation Status		
		Matriculated	Non Matriculated	Not Sure
Black American	198	13.6	62.1	24.2
Hispanic American	153	11.1	55.6	33.3
White American	222	9.0	73.0	18.0
Oriental American	8	12.5	62.5	25.0
Other	28	14.3	60.7	25.0
Total	609	11.3	64.4	24.3

Table 17. Post B.C.C. Education Status for Graduates, by Curriculum.

Post B.C.C. Education Status	Graduates						
	Business Transfers	Engineer Science	Liberal Arts	Business Careers	Technology	Nursing	Other
Enrolled at another college without interruption	84.8	80.0	85.6	51.9	61.5	20.9	84.6
Plan to enroll at a college within 2 years	9.1	20.0	11.5	14.8	19.2	60.5	7.7
No plan to re-enroll in next 2 years	6.1	0.0	2.9	33.3	19.2	18.6	7.7
N=509	33	10	174	81	26	172	13

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Table 18. Post B.C.C. Education Status for Non-Graduates, by Curriculum.

Post B.C.C. Education Status	Non - Graduates						
	Business Transfers	Engineer Science	Liberal Arts	Business Careers	Technology	Nursing	Other
Enrolled at another college without interruption	19.3	33.3	31.9	16.5	26.8	18.6	24.2
Plan to enroll at a college within 2 years	63.2	60.0	55.5	58.6	57.1	71.2	54.8
No plan to re-enroll in next 2 years	17.5	6.7	12.6	24.8	16.1	10.2	21.0
N = 620	57	15	238	133	56	59	62

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Table 19. Post B.C.C. Education Status for Graduates, by Ethnic Group.

Post B.C.C. Education Status	Graduates					
	Black American	Hispanic American	White American	Oriental American	Other	Total
Enrolled at another college without interruption	50.0	65.6	58.8	100.0	72.0	58.0
Plan to enroll at a college within 2 years	41.8	18.3	19.8	0.0	28.0	27.6
No plan to re-enroll in next 2 years	8.2	16.1	21.4	0.0	0.0	14.3
N	170	93	182	4	25	474

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Table 20. Post B.C.C. Education Status for Non Graduates by Ethnic Group.

Post B.C.C. Education Status	Non Graduates					
	Black American	Hispanic American	White American	Oriental American	Other	Total
Enrolled at another college without interruption	15.7	18.1	33.6	71.4	44.4	25.1
Plan to enroll at a college within 2 years	74.1	66.0	45.3	0.0	37.0	58.5
No plan to re-enroll in next 2 years	10.3	16.0	21.1	28.6	18.5	16.4
N	185	144	223	7	27	586

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Table 21. Post B.C.C. Education Status for Graduates and Non Graduates, by Sex.

Post B.C.C. Education Status	Graduates		Non Graduates	
	Male	Female	Male	Female
Enrolled at another college without interruption	76.1	48.4	30.2	21.3
Plan to re-enroll at a college within 2 years	15.7	34.7	55.0	61.0
No plan to re-enroll in next 2 years	8.2	16.9	14.7	17.7
N	159	349	258	362

C. Post B.C.C. Academic Status and Experience

In this section, graduates and non-graduates are examined in terms of certain elements of post B.C.C. academic history: matriculation status at the receiving college (if students continued their education); type of college in which students enrolled after leaving, or graduating from, B.C.C.; continuation in or change of field of study; full or part-time enrollment at the receiving college; type of financial aid received at receiving college; and B.C.C. courses found most useful, in the same program, at the receiving college.

Matriculation Status at Receiving College [1]

Tables 22-23 show the matriculation status of B.C.C. graduates at their respective receiving colleges, by B.C.C. graduate status and by ethnic group. These figures reflect matriculation status during the semester immediately following the last semester of enrollment at B.C.C. The striking feature of the tables is the very high proportions of non-graduates who are matriculated, despite the finding shown in Table 16, that 64.4% of the non graduates thought they had lost matriculation status at B.C.C., and that an additional 24.3% were not sure about their status.

The tables indicate that white and hispanic non-graduates show slightly higher rates of matriculation than black non-graduates, while among graduates, 100% of the white students retain matriculation

[1] Loss of credit on transfer to a four year college does not appear to be a major problem. A few students report the loss of one credit each for Accounting 11-12. Lehman College is mentioned specifically as allowing only three credits for these courses, while four are granted at B.C.C.

status, as compared to 94% of the black and hispanic students. From Table 22, where the data are categorized by curriculum group, it may be seen that continuation of enrollment does not seem to be a function of curriculum group for graduates. For non-graduates, the relationship is clouded because of the small size of the curriculum groups.

Type of Receiving College

Tables 24-28 show the types of schools, colleges, and universities to which graduates and non-graduates transferred immediately after leaving B.C.C.

Table 24 indicates that while the majority of liberal arts and engineering science graduates who transfer, enrolled in a C.U.N.Y. four-year college, a majority of business transfer graduates who transfer enrolled in a non-C.U.N.Y. public four-year college or university. Similarly, among the non-graduates, almost twice as many enter C.U.N.Y. four year colleges as non C.U.N.Y. four year colleges. In general, among graduates who transfer, about 2 out of 3 "transfer curriculum" students enroll in a C.U.N.Y. four year college, while 1 out of 2 "career" graduates who transfer do so. About 7%-8% of the graduates enroll at private four year colleges. There is no difference in the proportions transferring to C.U.N.Y. and non-C.U.N.Y. four year colleges, among graduates from the three major ethnic groups (Table 25), and between the sexes (Table 28).

For the non-graduate group, students distribute themselves over a great many more types of institutions, as compared to graduates. Only about 4 in 10 non-graduates, who transfer, enter a C.U.N.Y. four-year college, another 1 in 10 transfers to another C.U.N.Y. community college, while the remainder distribute themselves almost evenly among the six other school and college categories shown in Tables 25 and 27. (Almost 1 in ten enrolls in a private four-year college.)

A somewhat higher proportion of "transfer" students enroll at a C.U.N.Y. four-year college, in contrast to "career" students. Subgroup analysis for the curriculum groups is not possible, except for the liberal arts group, because of the small sizes involved. Within the liberal arts group, it may be seen that 6 out of 10 non-graduate students who transfer, enroll at a C.U.N.Y. four-year college, while another 2 out of 10 transfer to private technical schools. (Table 25).

A somewhat higher proportion of white (non-graduate) students (46.6%) transfer to a C.U.N.Y. four-year college, than hispanic (40.9%) or blacks (33.3%), while students in the latter groups show stronger tendencies to continue their education in another C.U.N.Y. community college. (Table 27).

Sex, again, does not seem to be a factor in determining in how non-graduates transfer to other schools or colleges (Table 28), except perhaps that somewhat higher proportions of females than males transfer to other

public or private four-year colleges, while higher proportions of males than females transfer to technical schools.

Enrollment in Same or Different Field at Receiving College

Tables 29-32 show the tendency of B.C.C. graduates and non-graduates to continue, at the receiving college, to enroll in the same curriculum areas as they had at B.C.C., or in different ones.

Tables 29 and 30 show clearly that the great majority of graduates (about 80%) tend to enroll in the same field of study at their receiving colleges. Subgroup analysis by curriculum is very tenuous because of the small size of some of the curriculum groups. Proportions among the three major ethnic groups and among sex groups do not vary significantly (Table 30 and 32).

From Tables 31 and 32 it is evident that a much smaller proportion of non graduates retain their academic study areas, in contrast to graduates. Only about 60% of the non-graduates continue in the curriculum area they had at B.C.C. (compared to about 80% of the graduates). Among non-graduates, hispanic students tend to continue in the same field with greater probability (73%) as compared with black students (48%) or white students (57%).

No difference between the sexes, within either graduate or non-graduate group, is seen.

Students transferring from the liberal arts curriculum to other areas after leaving B.C.C. give a variety of (open-ended) reasons for doing so. Many of the areas into which students transfer have a ring of "practicality" as exemplified by one student who, while not venturing far from her original area (sociology), transferred to social work "because there is no work for a sociologist". In general, students transferring from liberal arts divide into two major groups. One group aims for career oriented programs such as radiology, medical records administration, X-ray Technology, automotive technology, practical nursing and hair styling. A second group seems to aspire for professional training in the social sciences: psychology, political science, ethnic studies, education, sociology and anthropology.

Some graduates from the liberal arts curriculum appeared disappointed that their studies had not better provided them with some kind of employable skill.

Two business administration students, finding their areas too demanding, transferred to sociology and education. The very few nursing graduates who transferred to other areas, nevertheless remained in such health areas as health education or "the psychology of psychiatric nursing".

Field of Study at Receiving College

Tables 33-35 describe the curriculum areas in the receiving colleges in which B.C.C. students enrolled.

There are few surprises. The tables reveal, for example, that the great preponderance of business, technology, and nursing students (graduates) continue in their respective fields. (Sizes of the non-graduate subgroups were inadequate for analysis.) Liberal Arts graduates transfer heavily into social science areas and teaching. Only about 1 in 10 transfers into a physical science field.

Table 34 indicates that social science and teaching attract almost 5 out of 10 black graduates, compared to about 3 out of 10 hispanic or white graduates. It is seen that about 1/4 of each of the ethnic groups transfer to a business program.

Table 35 reveals that higher proportions of male than female graduates are represented in physical sciences and technology, and business, while higher proportions of female than male graduates are represented in teaching, nursing, and foreign language study. Exactly the same proportion of males and females are in a social science program (23%).

Among non-graduates, the proportion of males exceeds the proportion of females in the physical sciences and technology, social science, and business, while the proportion of females exceeds the

proportion of males in nursing, health and physical education, literature-speech, and foreign language.

Full-Part Time Enrollment at Receiving College

Tables 36-38 give the proportions of graduates and non-graduates, within curriculum, ethnic, and sex groups, who attended their respective receiving colleges as full or part-time students.

Table 36 shows that in general, students graduating from "transfer" programs at B.C.C. have a higher probability of continuing their studies as full-time students as compared with "career" graduates, and liberal arts students show significantly higher proportions of students attending full-time than students in any other curriculum area. Whereas almost 9 out of 10 liberal arts students attend full-time, about 5 out of 10 business career and nursing students do so.

The relationship between liberal arts enrollment and full-time attendance also explains, in part, the finding, revealed in Table 37, to the effect that hispanic students show higher proportions of full-time enrollment than other ethnic groups. It will be recalled (Table 4) that hispanic students showed the highest proportional enrollment in the liberal arts curriculum at B.C.C. On the other hand, Table 34, showing curriculum enrollment of the graduates at the receiving colleges, did not indicate a higher proportion of hispanic students

than black students in liberal arts, so that curriculum alone does not explain the higher proportion of full-time students among hispanics.

There appears to be only a slight sex difference, in favor of females, in the proportion attending colleges on a full-time basis. Again this may be related to the higher representation of females in the social science - education fields (Table 35).

Among non-graduates, there appears to be no difference among ethnic groups in the proportions within each group attending college full-time (about 2/3 within each group). However, Table 38 does indicate that among non graduates, a significantly higher proportion of males are enrolled full-time than females. Perhaps the higher proportion of "career" students among female non-graduates, as compared with male non-graduates (Table 6), accounts for part of this finding.

Type of Financial Aid at Receiving College

Tables 39-42 show the kinds of financial assistance received by former B.C.C. students at their respective receiving colleges.

The tables show that about 70% of graduates and non-graduates receive no financial assistance of any kind. Six percent

receive scholarships, about 17% receive college financial aid, and another 7% are in work-study programs. There appears to be no differences between graduates and non-graduates in the proportions and kinds of financial aid being received.

With regard to differences among curriculum groups, it appears that liberal arts students (graduates) receive somewhat more over-all aid (higher proportions of students involved) than students in other areas, particularly more college financial-aid (Table 39). It will be recalled(Table 36) that higher proportions of liberal arts students (graduates) attend college full-time (and fewer, probably, earn income from part-time jobs). Interesting, also, is the fact that higher proportions of liberal arts students are in work-study programs, than students in other curriculum, even career, areas.

Financial aid and work-study assistance are received by significantly higher proportions of black and hispanic students than by white students, and black graduates receive significantly higher proportions of scholarships than hispanic and white graduates (Table 40). Among non-graduates, higher proportions of blacks and hispanics are also seen to receive the three different kinds of financial assistance, than whites, except that a higher proportion of whites than hispanics receive financial aid (Table 41).

Higher proportions of female than male graduates receive financial aid and scholarship assistance but males and females are enrolled in work-study programs in practically identical proportions. Among non-graduates, no differences are observed in the proportions of males and females receiving different kinds of financial assistance (Table 42).

Most Useful B.C.C. Course for Students in the Same Program at Receiving College

Table 43 gives the proportions of male and female graduates and non-graduates endorsing various B.C.C. courses as most useful at their respective receiving colleges. All students continued their studies in the same program they were pursuing at B.C.C. (The analysis by sex group is the only one possible in view of the small size of the curriculum and ethnic subgroups. But even this analysis is based on precariously small subgroup sizes and should be viewed with caution.)

The table shows that for graduate males, English-speech, science, social science, and business courses are endorsed most frequently in about equal proportions, while graduate females, endorse predominantly English-speech and social science courses, and to a lesser extent business-secretarial courses.

Among non-graduate males, science and social science courses are endorsed most frequently, while, clearly, for non-graduate females no course appears more useful than others. These sex group differences probably reflect differential concentrations of males and females in the various curriculum areas.

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Table 22. Matriculation Status at Receiving College for Graduates and Non Graduates, by B.C.C. Curriculum.

Curriculum	Graduates			Non Graduates		
	N	Matric	Non Matric	N	Matric	Non Matric
Business Transfer	28	96.4	3.6	10	70.0	30.0
Engineering Science	8	100.0	0.0	5	100.0	0.0
Liberal Arts	142	97.9	2.1	64	92.2	7.8
Business Careers	40	95.0	5.0	14	85.7	14.3
Technology	15	100.0	0.0	11	81.8	18.2
Nursing	30	96.7	3.3	4	50.0	50.0
Others	11	81.8	18.2	11	72.7	27.3
Total	274	96.7	3.3	119	85.7	14.3

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Table 23. Matriculation Status at Receiving College for Graduates and Non Graduates, by Ethnic Group

Ethnic Group	Graduates			Non Graduates		
	N	Matric	Non Matric	N	Matric	Non Matric
Black American	80	93.8	6.3	19	73.7	26.3
Hispanic American	60	93.3	6.7	16	87.5	12.5
White American	100	100.0	0.0	65	87.7	56.6
Oriental American	3	100.0	0.0	5	100.0	0.0
Others	17	100.0	0.0	10	80.0	20.0
Total	260	96.7	3.3	105	85.7	14.3

Table 24. Type of Receiving College for Graduates, by Curriculum Area.

Type of College	Business Transfer	Engineering Science	Liberal Arts	Business Careers	Technology	Nursing	Other
C.U.N.Y. 4 yr. College	39.3	75.3	68.2	54.8	43.8	59.4	70.0
Public 4 year college other than C.U.N.Y.	60.7	0.0	25.7	38.1	25.0	25.0	30.0
Private 4 yr College	0.0	12.5	6.1	7.1	25.0	9.4	0.0
Private Technical School	0.0	0.0	0.0	0.0	6.3	0.0	0.0
Other*	0.0	12.5	0.0	0.0	0.0	6.3	0.0
N=284	28	8	148	42	16	32	10

*"Other" does not include C.U.N.Y. community college, public community college other than C.U.N.Y., private community college, or private business school.

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Table 25. Type of Receiving College for Non Graduates, by Curriculum Area.

Type of College	Business Transfer	Engineering Science	Liberal Arts	Business Careers	Technology	Nursing	Other
C.U.N.Y 4 yr College	18.2	60.0	60.3	31.6	16.7	22.2	23.1
C.U.N.Y. Community College	9.1	0.0	9.6	0.0	33.3	22.2	7.7
Public 4 yr College other than C.U.N.Y.	9.1	0.0	8.2	0.0	0.0	0.0	7.7
Public Community College other than C.U.N.Y.	9.1	0.0	2.7	15.8	0.0	0.0	0.0
Private 4 yr College	18.2	20.0	1.4	5.3	8.3	22.2	38.5
Private Community College	0.0	0.0	1.4	0.0	8.3	0.0	0.0
Private Business School	7.7	0.0	0.0	0.0	36.8	0.0	0.0
Private Technical School	7.7	0.0	20.0	5.5	5.3	16.7	11.1
Other	7.7	36.2	0.0	11.0	5.3	16.7	22.2
N=142	11	5	73	19	12	9	13

Table 26. Type of Receiving College for Graduates, by Ethnic Group.

Type of College	Black American	Hispanic American	White American	Oriental American	Other	Total
C.U.N.Y 4 yr. College	64.6	59.0	61.9	0.0	55.6	61.0
Public 4 yr College other than C.U.N.Y.	26.8	34.4	29.5	66.7	27.8	30.1
Private 4 yr College	7.3	6.6	6.7	33.3	11.1	7.4
Private Technical School	1.2	0.0	0.0	0.0	0.0	0.4
Other	0.0	0.0	1.9	0.0	5.6	1.1
Total	82	61	105	3	18	269

$X^2 = 15.06$

$p > .50$

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Table 27. Type of Receiving College for Non Graduates, by Ethnic Group.

Type of College	Black American	Hispanic American	White American	Oriental American	Other	Total
C.U.N.Y. 4 yr College	33.3	40.9	46.6	60.0	40.0	43.3
C.U.N.Y. Community College	20.8	13.6	8.2	0.0	10.0	11.2
Public 4 yr College other than C.U.N.Y.	4.2	0.0	5.5	0.0	10.0	4.5
Public Community College other than C.U.N.Y.	0.0	0.0	8.2	0.0	0.0	4.5
Private 4 yr College	16.7	0.0	6.8	0.0	20.0	8.2
Private Community College	0.0	4.5	1.4	0.0	0.0	1.5
Private Business School	4.2	18.2	4.1	0.0	0.0	6.0
Private Technical School	0.0	4.5	9.6	20.0	10.0	7.5
Other	20.8	18.2	9.6	20.0	10.0	13.4
Total	24	22	73	5	10	134

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Table 28. Type of Receiving College by Graduate Status and Sex.

Type of College	Graduates		Non Graduates	
	Male	Female	Male	Female
C.U.N.Y. 4 yr College	60.3	62.0	42.9	44.4
C.U.N.Y. Community College	--	--	12.9	8.3
Public 4 yr College or University other than C.U.N.Y.	28.9	31.3	2.9	8.3
Public Community College other than C.U.N.Y.	--	--	4.3	4.2
Private 4 yr College or University	9.1	5.5	5.7	12.5
Private Community College	--	--	2.9	0.0
Private Business School	--	--	4.3	6.9
Private Technical School	0.8	--	11.4	2.8
Other	0.8	1.2	12.9	12.5
N	121	163	70	72

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Table 29. Enrollment in Same Field of Study at Receiving College, for Graduates, by Curriculum.*

Field of Study	Business Transfer	Engineer Science	Liberal Arts	Business Careers	Technology	Nursing	Other
Same Field	88.5	83.3	71.2	78.0	93.3	80.0	81.8
Different Field	11.5	16.7	28.8	22.0	6.7	20.0	18.2
N=268	26	6	139	41	15	30	11

* Non Graduate curriculum group was too small for separate analyses, except for Liberal Arts. In Liberal Arts, 40.5% of the non-graduates say they changed their field of study.

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Table 30. Enrollment in Same Field of Study at Receiving College, for Graduates, by Ethnic Group.

Field of Study	Black American	Hispanic American	White American	Oriental American	Other	Total
Same Field	82.7	75.9	76.2	100.0	58.8	77.1
Different Field	17.3	24.1	23.8	0.0	41.2	22.9
Total	75 (29.6)	58 (22.9)	101 (39.9)	2 (0.8)	17 (6.7)	253

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Table 31. Enrollment in Same Field of Study at Receiving College, for Non Graduates by Ethnic Group.

Field of Study	Black American	Hispanic American	White American	Oriental American	Other	Total
Same Field	48.0	72.7	57.4	80.0	72.7	60.3
Different Field	52.0	27.3	42.6	20.0	27.3	39.7
Total	25 (19.1)	22 (16.8)	68 (51.9)	5 (3.8)	11 (8.4)	131

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Table 32. Enrollment in Same Field of Study at Receiving College, by Graduate Status and Sex

	Graduates		Non Graduates	
Field of Study	Males	Females	Males	Females
Same Field	77.0	76.8	58.8	59.2
Different Field	23.0	23.2	41.2	40.8
N	113	155	68	71

Table 33. Field of Study at Receiving College for Graduates*, by Curriculum.

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Field of Study at Receiving College	Business Transf	Env Science	Liberal Arts	Business Careers	Tech-nology	Nursing	Other
Education or Teaching	3.7	0.0	17.7	4.9	6.7	3.6	50.0
Physical Science	0.0	12.5	13.1	0.0	33.3	3.6	0.0
Engineering or Technology	0.0	75.0	0.8	0.0	46.7	0.0	0.0
Nursing	0.0	0.0	0.8	0.0	13.3	78.6	0.0
Social Science - History	11.1	0.0	37.7	9.8	0.0	7.1	12.5
Physical Education Health	0.0	0.0	6.9	0.0	0.0	3.6	0.0
Foreign Language	0.0	0.0	11.5	2.4	0.0	0.0	12.5
English - Speech	0.0	0.0	8.5	0.0	0.0	0.0	12.5
Business	65.2	12.5	3.1	82.9	0.0	3.6	12.5
N = 257	27	8	130	41	15	28	8

*Non Graduate group size was too small for separate analysis

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Table 34. Field of Study at Receiving College for Graduates* by Ethnic Group

Major Field	Black American	Hispanic American	White American	Oriental American	Other	Total
Education or Teaching	19.7	12.5	7.2	0.0	13.3	12.4
Physical Science	7.0	7.1	10.3	33.3	13.3	9.1
Engineering or Technology	5.6	5.4	5.2	33.3	6.7	5.8
Nursing	9.9	7.1	10.3	0.0	13.3	9.5
Social Science- History	26.8	21.4	23.7	0.0	6.7	22.7
Physical Education -Health	4.2	1.8	4.1	0.0	0.0	3.3
Foreign Language	0.0	16.1	4.1	0.0	13.3	6.2
English - Speech-Literature	4.2	3.6	6.2	0.0	0.0	4.5
Business	22.5	25.0	28.9	33.3	33.3	26.4
Total	71	56	97	3	15	242

*Non Graduate group size was too small for separate analysis

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Table 35. Field of Study at Receiving College, by Graduate Status and Sex.

Major Field	Graduates		Non Graduates	
	Male	Female	Male	Female
Education or Teaching	3.5	19.4	3.5	7.0
Physical Science	10.6	8.3	22.8	10.5
Engineering or Technology	12.4	0.0	15.8	7.0
Nursing	3.5	14.6	0.0	17.5
Social Science-History	23.0	22.9	31.6	24.6
Physical Education -Health	3.5	4.2	0.0	8.8
Language	4.4	8.3	1.8	1.8
English, Literature, Speech	2.7	6.3	1.8	7.0
Business	36.3	16.0	22.8	15.8
N	113	144	57	57

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Table 36. Full-Part time Status at Receiving College for Graduates by Curriculum.

	Bus Transfer	Eng Science	Liberal Arts	Bus Careers	Tech-nology	Nursing	Other
Full time	74.1	71.4	86.6	48.6	66.7	57.7	0.0
Part time	25.9	28.6	13.4	51.4	33.3	42.3	100.0
N = 254	27	7	134	37	15	26	8

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Table 37. Full-Part time Status at Receiving College, for Graduates and Non-Graduates, by Ethnic Group.

Ethnic Group	Graduates			Non Graduates		
	N	Full Time	Part Time	N	Full Time	Part Time
Black American	71	69.0	31.0	23	69.6	30.4
Hispanic American	52	76.9	23.1	20	65.0	35.0
White American	98	69.4	30.6	63	65.1	34.9
Oriental American	3	66.7	33.3	5	100.0	0.0
Others	17	82.4	17.6	9	66.7	33.3
Total	241	71.8	28.2	120	67.5	32.5

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Table 38. Full-Part time Status at Receiving College by Sex and Graduate Status

	Graduates		Non Graduates	
	Male	Female	Male	Female
Full time	69.4	74.7	74.6	61.3
Part time	30.6	25.3	25.4	38.7
N	108	146	63	62

$X^2 = 0.60$ $X^2 = 1.97$

$p > .43$ $p > .16$

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Table 39. Type of Financial Aid at Receiving College for Graduates, by Curriculum.*

Type of Aid	Bus Transfer	Eng Science	Liberal Arts	Bus Careers	Tech-nology	Nursing	Other
None	82.1	75.0	66.4	83.3	75.0	80.6	36.4
Scholarship	7.1	12.5	4.7	2.4	6.3	8.3	0.0
Financial Aid	10.7	12.5	20.8	9.5	12.5	8.3	18.2
Work Study	0.0	0.0	8.1	4.8	6.3	2.8	45.5
N = 290	28	8	149	42	16	36	11

*Non-Graduate Subgroups were too small for analysis, though the pattern does not differ from that shown for Graduates.

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Table 40. Type of Financial Aid at Receiving College for Graduates, by Ethnic Group

Type of Aid	Black American	Hispanic American	White American	Oriental American	Other	Total
None	57.6	62.3	87.9	75.0	66.7	71.3
Scholarship	7.1	3.3	3.7	25.0	11.1	5.5
Financial Aid	22.4	24.6	6.5	0.0	16.7	16.0
Work Study	12.9	9.8	1.9	0.0	5.6	7.3
Total	85	61	107	4	18	275

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Table 41. Type of Financial Aid at Receiving College for Non Graduates, by Ethnic Group

Type of Aid	Black American	Hispanic American	White American	Oriental American	Other	Total
None	44.4	65.4	73.3	80.0	91.7	68.0
Scholarship	10.3	7.7	5.3	0.0	0.0	6.1
Financial Aid	34.5	11.5	16.0	20.0	8.3	18.4
Work Study	10.3	15.4	5.3	0.0	0.0	7.5
Total	29	26	75	5	12	147

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Table 42. Type of Financial Aid at Receiving College, by Graduate Status and Sex

	Graduates		Non-Graduates	
Type of Aid	Male	Female	Male	Female
None	78.5	66.9	67.9	64.9
Scholarship	2.5	7.1	6.4	7.8
Financial Aid	11.6	18.9	19.2	18.2
Work Study	7.4	7.1	6.4	9.1
N	121	169	78	77
	$x^2 = 6.67$		$x^2 = 0.54$	
	$p > .08$		$p > .26$	

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Table 43. Most Useful Course for Students in Same Program at Receiving College, by Graduate Status and Sex.

Course Area	Graduates		Non Graduates		
	Male	Female	Male	Female	Total
English or Speech	25.0	32.0	6.7	12.5	21.1
Mathematics	5.0	4.0	13.3	12.5	7.9
Science	20.0	8.0	40.0	18.8	19.7
Technical or Nursing	5.0	8.0	0.0	12.5	6.6
Modern Language	0.0	4.0	0.0	6.3	2.6
Social Science	20.0	28.0	20.0	18.8	22.4
Business-Secretarial	20.0	12.0	13.3	0.0	11.8
Music and Art	5.0	4.0	6.7	18.8	7.9
Health and Physical Ed.	0.0	0.0	0.0	0.0	0.0
N	20	25	15	16	76

D. Post B.C.C. Job Experience

Proportions of Students Who Looked for Jobs After Leaving B.C.C.

About the same proportion of graduates (56.6%) as non-graduates (53.5%) are seen to have sought jobs after leaving B.C.C. (Table 44). Among graduates, however, a higher proportion of blacks sought jobs (2 out of 3), in comparison to hispanics or whites (1 out of 2). Again, the strong representation of graduate nursing students in the sample, many of whom are black, probably accounts for most of this difference. This is confirmed by the fact that among non-graduates the difference among ethnic groups vanishes.

Proportions Denied a Job

There is some evidence that non-graduates had a more difficult time finding jobs than graduates. This is seen both in the proportions of students who were denied jobs for which they applied, and in the length of time students required to find jobs.

In terms of job denial, Table 45 shows clearly that about 50% more non-graduates report having been denied a job (32.1%), than graduates (22.6%). Nursing graduates seem to face a lower probability of experiencing a rejection than liberal arts, business career, or technology graduates (though only 14 students, a small number, constitute the technology group). The table also shows that the probability of experiencing a job rejection is about twice as great among nursing non-graduates (.357) as among nursing graduates (.178).

Table 46 shows that while the proportions of black, hispanic, and white students denied a job are identical (27%) when graduates and non-graduates are combined, differences do appear when graduate and non-graduate groups are analysed separately. The table reveals that white graduates are more likely to be denied a job than black or hispanic graduates (29.7%, 17.3%, 19.0%), while black and hispanic non-graduates are more likely to be denied a job than whites (38.5%, 31.3%, 24.0%). Again, the differential representation of ethnic groups in the various B.C.C. curriculum areas may account for a large part of these differences. For example, higher proportions of black and hispanic students are found among nursing graduates than white students (Table 4). The differences among the ethnic groups within the non-graduate group are less clear, though the ethnic group rank order in the proportion denied a job is exactly inverse to the ethnic representation in business career areas, suggesting that among non-graduates, business career backgrounds may be helpful in job seeking.

No sex differences in job denial, for graduates or non graduates, have been found (Table 47).

Weeks of Searching Required to Find a Full-time Job

In addition to being more susceptible to job denial, non-graduates also take longer to find full-time jobs than graduates. Whereas 70% of the graduates find a full-time job within two weeks, it requires almost four weeks

for 70% of the non-graduates (Table 48). The proportion of non-graduates requiring more than seven weeks to find a job (.167) is more than twice the proportion for graduates (.078).

Among graduates, only the sizes of the liberal arts, business career and nursing student groups are large enough to warrant comparison (Table 49). In this comparison it is not surprising to find that nursing students require much less time to find a position than students in the other areas. Almost six out of ten of the nursing students who find full-time jobs do so within one week. Of the three groups of graduates, liberal arts students require more time to find full-time jobs. About 16% of the liberal arts graduates who find full-time jobs require more than seven weeks to do so, in comparison with 7.3% of the business career graduates and 6.3% of the nursing graduates.

Among non-graduates who find full-time jobs it appears that technology students, as a group, require more time to procure a job. It is seen (Table 50) that 32% of the technology non-graduates required more than seven weeks to find a full time job. This is twice the percentage of any other group.

Differences among ethnic groups for graduates do not show a clear pattern. For example, while hispanic graduates show a considerably lower proportion succeeding in finding a full-time job within 2 weeks, in comparison to blacks and whites (.547, .759, .708 respectively), hispanics actually show a lower proportion of students than the two other ethnic groups

requiring more than seven weeks to find a job (Table 51).

Among non-graduates, white students appear to have less difficulty finding a full-time job than blacks or hispanics. Table 52 shows, for example, that within two weeks, 68% of the whites, 56% of the blacks, and 56% of the hispanics have found their full-time jobs. The table also shows that, whereas only 7.4% of the whites required more than seven weeks to find their jobs, about 22% of the blacks and hispanics required this amount of time.

In terms of sex differences, Table 53 confirms previous findings (Table 47) which indicated that, considered as groups, males and females do not differ in the difficulty of finding full-time employment, where graduate-non graduate status is taken into account. In fact there is remarkably close agreement in the male and female distributions of weeks required for finding full-time jobs, within the graduate and non-graduate groups considered separately.

Full-time Employment

Table 54 shows that of those who looked for a job, 81% of the graduates and 72% of the non-graduates succeeded in finding full time employment. Among the graduates, students in nursing and business careers show higher probabilities of finding full-time jobs than students in liberal arts (other curriculum group sizes are too small to warrant comparison). Among the non-graduates, the business transfer

group shows the highest probability of finding a full-time job (.889). In fact, business transfer non graduates show the same high probability of finding a full-time job as nursing and business career graduates (about .90).

When graduates and non-graduates are considered separately, no significant differences are seen among the three ethnic groups in the proportion of students finding full time jobs, although a slight difference between the graduates and non-graduates, in favor of the graduates, is seen for each ethnic group (Table 55).

While the over-all proportions of males and females succeeding in finding full time jobs do not differ markedly (males, 74%; females 78%), a significant difference does appear within the graduate students, where it can be seen that females show a significantly higher proportion of success (.844) as compared to males (.703). See Table 56. Some of this, probably, is due to the strong representation of female nursing graduates in the sample, whose proportion of success in finding full-time employment approximates .90.

Salary (full-time)

Salary distributions for graduates and non-graduates are seen in tables 57-63. When graduates are analysed by curriculum group, only three groups are seen to be large enough to warrant comparison:

liberal arts, business careers, and nursing. Table 57 shows that in comparison to median salaries of about $490 per month and $620 per month for liberal arts and business career students, respectively, nursing graduates show a median salary markedly above $750 per month (the scale used was not calibrated above $750 per month).

For non-graduates, it may be seen from Table 58 that the median monthly salary for all curriculum areas falls between $500 and $550 per month. The salary distributions for graduate and non graduate liberal arts students does not appear to be markedly different. There is a suggestion, however, that for other curriculum areas, graduates earn significantly more than non-graduates.

The strong representation of black, female, nursing students in the graduate sample is reflected in the superior salary distribution shown by blacks, in contrast to hispanics and whites (Table 59). The median for black graduates is significantly above $750 per month, while for whites it is about $650 per month. The median for hispanics falls between these two, but closer to the white median.

Ethnic group differences for non-graduates show a different trend, however. Table 60 discloses that while the median monthly salary for white non graduates is approximately $580, it is around $515 for blacks, and $480 for hispanics.

Differences between males and females, for graduates and non-graduates separately, are shown in Table 61. Females, again reflecting the strong representation of nursing students in the graduate sample, show a considerably higher median salary than males. On the other hand, a higher proportion of females than males (.271 to .162) earn monthly salaries below $551. This suggests that when nursing salaries are excluded, female salaries may be significantly lower than male salaries. This conclusion receives support from examination of salary differences for male and female non graduates (Table 61). This analysis shows that a significantly higher proportion of females receive monthly salaries below $551, while a significantly lower proportion receives monthly salaries above $750 per month. The female median of approximately $500 per month is also below the male median of approximately $550.

Table 61 also shows the clear superiority of graduate salaries over non-graduate salaries, over all curriculum areas, and disregarding sex groupings. For example, whereas 22.4% of the non-graduates earn full-time salaries below $400 per month, only 9.5% of the graduates are in this category. Conversely, while 17.4% of the non-graduates are seen to earn salaries over $750, 52.3% of the graduates are seen to do so.

Relationship Between Time Required to Find Job and Salary

An attempt has been made to relate length of time required to find a full time job to salary, for graduates and non- graduates

(Tables 62 and 63). In making this analysis, "weeks of searching in excess of four" had to be eliminated because of the small number of students requiring more than four weeks to find jobs (except, perhaps, for the "over 7 weeks" category). For graduates and non-graduates, there appears to be a slight inverse relationship between the time required to find a job, and salary. Thus, for example, the approximate median salaries for non-graduates are given below, according to the number of weeks (up to 4) required to find full-time jobs.

Weeks	Median Monthly Salary
Under 1	$570
1	$460
2	$510
3	$525
4	$470

The relationship though not strong, probably reflects the fact that the more qualified students are, the less time they require to find a job, and the higher the salary they can command.

Students in Full-Time Jobs Related to B.C.C. Curriculum

Table 64 gives the proportions of students in six curriculum areas whose full time jobs are in areas related to their B.C.C. curriculum. Graduates are considered separately from non-graduates, but over-all proportions are also given (p_T). For graduates it is seen that because of inadequate group sizes, analysis can be made for only three

curriculum groups, liberal arts, business careers, and nursing, while for non-graduates, comparisons can be made among students in business transfer areas, liberal arts, business career areas, technology and nursing. It may not be surprising that, among graduates, 99% of the nursing students working full time are in jobs related to nursing, as compared to 80% for business career students and only 33% for liberal arts students. The interpretation of the relatively low percentage for liberal arts students is not clear. Do students not perceive the relationship between their experience in their liberal arts program and their job, or does the relationship, in fact, not exist or exist only marginally?

Among non-graduates it is again seen that 94% of nursing students are employed at jobs related to their B.C.C. curriculum, while liberal arts students again show the lowest percentage (22%). Technology non-graduates also appear to be employed in positions mainly unrelated to their B.C.C. curriculum areas (32%), while business career non-graduates show more "success" in obtaining curriculum-related jobs (64%).

The Table also clearly indicates the higher probability of graduates as a group, finding employment in their respective fields (85%), as compared to non-graduates, as a group, (38%).

Ethnic group differences for graduates again reflect the high proportion of black nursing students in the graduate sample, for it is seen (Table 65) that 91% of the black graduates, as compared to

85% of the hispanics, and 80% of the whites, are employed in jobs related to their B.C.C. curriculum areas. Differences among the ethnic groups for non-graduates, show a reverse trend, with moderately higher proportions of white students (46%) than black or hispanic students (36% and 31%, respectively) employed in jobs related to their B.C.C. curriculum areas.

Table 66 shows that a significantly higher proportion of female non-graduates as well as graduates, have found employment related to their B.C.C. curriculum areas, as compared with males. This may be related to the fact that one-quarter of the female non-graduates were in a business career curriculum at B.C.C. (Table 6), and business career students have been shown to have high probabilities of finding employment in their fields (Table 64).

Importance of B.C.C. Studies for Obtaining Full-time Jobs

Tables 67 through 70 give student views of how important their B.C.C. studies were in helping them obtain full-time jobs related to their B.C.C. curriculum areas.

In Table 67 it can be seen that only two curriculum groups for graduates (business careers and nursing), and only one for non-graduates (business careers), have sufficient numbers of respondees to warrant analysis.

It is not surprising that 95.4% of the nursing students say that their B.C.C. studies were either required or extremely important in helping them obtain their full-time jobs. While the proportion of business career students offering these extremely favorable endorsements is not as high as for nursing students, only 8.3% of the business career students say that their B.C.C. studies were "not very important", the majority claiming that their studies were either "required" or "extremely important".

A near majority of business career non-graduates (48.5%) also state that their B.C.C. studies were either "required" or "extemely important" in helping them obtain their full-time jobs.

Among graduates, approximately 75% of the white students claim that their studies were either "required" or "extremely important", as compared to approximately 87% of the black and hispanic students (Table 68). The difference is again probably due to the higher proportion of nursing students in the black and hispanic groups. Among non-graduates, it is seen that approximately 36% of each of the three ethnic groups claim that their studies were "required" or "extremely important" (Table 69). It is apparent that significantly higher proportions of graduates than non-graduates, over all curriculum areas, believe that their B.C.C. studies were either "required" or "extremely important" in helping them obtain their full-time jobs.

Considerable sex differences are seen in Table 70, and they are seen to be statistically significant (significant Chi Square values). Both within graduate and non graduate groups, higher proportions of females than males state that their B.C.C. studies were either "required" or "extremely important" in the procurement of their jobs. While the sex differences within the graduate group can be explained by the large proportion of nursing students within this group, no such nursing representation is found within the non-graduate group (Table 3). However, the substantial proportion of business career students within the non-graduate group (of whom many are female secretarial students whose skills learned at B.C.C. would be important for obtaining jobs), might account for some of the sex difference within the non-graduate group.

It must be noted that 52% of the male non-graduates claim that their B.C.C. studies were "not very important" in helping them obtain their jobs. This may be related to the fact that a higher proportion of male than female non-graduates were in the liberal arts curriculum at B.C.C. (Table 6).

Usefulness of B.C.C. Curriculum on the Job

Responses were solicited from students in full-time jobs related to their B.C.C. curriculum, on how useful their B.C.C. studies

were to them, not in obtaining their jobs (previous section), but "on the job" itself (Tables 71-74).

Again it is seen from Table 71 that the small size of the curriculum subgroups has allowed the examination of only two groups of graduates, nursing and business careers, and only one non-graduate group, business careers. A much higher proportion of graduates than non-graduates is seen to find B.C.C. studies "very useful" on the job, and within the graduate group, a higher proportion of nursing students than business career students do so. None, or practically none, of the graduate business career or nursing students claims that his B.C.C. studies were "not at all useful". Even among the business career non-graduates, only about 8% claim that their B.C.C. studies were "not at all useful" on the job.

For both graduates and non-graduates (Tables 72 and 73) there appears to be little difference among the three ethnic groups in the proportions claiming their B.C.C. studies were either "very" or "moderately" useful. In fact, practically all graduates, regardless of ethnic groups, report their B.C.C. studies were either very or moderately useful. For the non-graduate group, across all ethnic groups, only 15% of the students state that their B.C.C. studies were "not at all useful" on their jobs.

When graduate status is taken into account no sex differences are seen for graduates, and only a moderate difference is seen for non-graduates (Table 74). In the latter case, a moderately higher proportion

of females than males (87% to 78%), claim that their B.C.C. studies were either very or moderately useful on their jobs.

Most Useful Courses on the Job

When students' jobs are related to their B.C.C. curriculum areas, it is no surprise that they endorse courses within or close to their curriculum areas as being most useful to them on the job. Table 75, therefore, which gives the distributions of most useful courses for two curriculum groups (whose sizes were adequate for separate analysis), may be considered as presenting evidence for the validity of student responses at the very end of the questionnaire. Among graduates, it may be seen that 90% of the nursing students cite a nursing or technical course as most useful (another 7% cite a social science, possible psychology, course) while 94% of business career students cite business or secretarial courses. Even among the non-graduate business career students, 84% cite a business course as being most useful on the job.

Tables 76 and 77 show the distributions of course endorsements by ethnic and sex groups respectively. Differences among these groups are doubtless due to the different proportions of students within different ethnic or sex groups which are represented in various curriculum groups. Thus, for example, differences in course endorsements among ethnic groups for nursing-technical or business courses seem to reflect the differences in the proportions of these ethnic groups found in the various curriculum areas, as shown in Table 4.

Reasons for Taking Jobs in Fields Unrelated to Curriculum

A few students indicate that they accepted jobs in fields which were unrelated to their B.C.C. curriculum areas. The major reason given is financial need. Secondarily, some students say they lacked sufficient training to obtain a job in their preferred areas. Other students indicate that they had to fall back to their previous job because of the unavailability of jobs in their preferred fields. However, the total number of students contributing responses to this item is too small to support any conclusions or recommendations.

Student Recommendations for Changes in, or Additions to, the B.C.C. Program

The final questionnaire item called for students to respond to the following question: What kind of training or course have you found yourself lacking in, which would be helpful on your job, and which should have been offered at B.C.C.? The item generated a considerable number of responses, but in many cases cited below, a recommendation was made by a single student.

Nursing students (graduates) recommend more training in pharmacology, nutrition, clinical experience, cardiology and cardiac care, psychiatry-mental health, surgery, and floor management.

Liberal Arts students allude to their failure to receive specific, employable, skill training, and suggest training in, for example, a "real office situation"; the housing and real-estate field; human relations; English, Black English, Spanish, and speech; public

relations; child care and develppment; and science and mathematics.

Business administration students recommend additional courses in taxation and finance, management, law, and employer-employee(union) relations.

Business career students recommend additional experience in(with) oral English, general office procedures, new business machines, specialized terminology for secretaries, store policies and procedures, telephone answering, switchboard operation, stencil utilization, billing, speed writing, and "rough draft reading". Courses recommended are: psychology, Spanish, business mathematics, and accounting. Data processing students mention a need for more experience in job control and other programming languages, and in actual computer operation. One student suggests that some courses (i.e., accounting), should be taught bi-lingually

Engineering technology students mention a need for more training in power engineering, broadcast engineering, construction technology, air-flow systems; and more "practical courses" in electricity.

Education associate students (2) recommend a greater emphasis on English and Spanish writing skills, and on "everyday classroom functions".

It should be remembered that many of the above recommendations may have been made only by a single student.

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Table 44. Proportions of Students who Locked for Jobs After Leaving B.C.C., by Graduate Status and Ethnic Group.

	Graduates		Non Graduates		
Ethnic Group	N	p	N	p	T
Black American	159	64.8	180	45.6	54.6
Hispanic American	87	50.6	148	61.5	56.7
White American	178	53.4	210	49.0	51.0
Oriental American	4	25.0	8	50.0	41.7
Other	24	54.2	26	46.2	50.0
N	452	56.6	572	51.0	53.5
	$X^2 = 8.06$		$X^2 = 9.22$		
	$p < .08$		$p > .05$		

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Table 45. Proportions Denied a Job*, by Graduate Status and Curriculum.

	Graduates		Non Graduates	
Curriculum	N	p	N	p
Business Transfer	5	40.0	26	34.6
Engineering Science	4	0.0	8	12.5
Liberal Arts	51	27.5	110	37.2
Business Careers	44	27.3	69	27.5
Technology	14	42.9	35	40.0
Nursing	146	17.8	28	35.7
Other	1	0.0	14	28.6
N	265	22.6	290	32.1

$X^2=3.42$ $p > .75$

*of those who looked for a job

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Table 46. Proportions Denied a Job*, by Graduate Status and Ethnic Group.

	Graduates		Non Graduates		Total
Ethnic Group	N	p	N	p	p
Black American	98	17.3	78	38.5	26.7
Hispanic American	42	19.0	83	31.3	27.2
White American	91	29.7	100	24.0	26.7
Oriental American	1	100.0	4	75.0	.80
Other	13	38.5	12	33.3	.36
N	245	23.7	277	31.4	27.8
			X^2=7.90	p > .09	

*of those who looked for job

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Table 47. Proportions Denied a Job,* by Graduate Status and Sex

	Graduates		Non Graduates		Total
	N	p	N	p	p
Male	65	24.6	142	31.7	29.5
Female	199	21.6	148	32.4	26.2
Total	264		290		554

$x^2 = 0.11$ $x^2 = .00$

$p > .73$ $p > .99$

* of those who looked for a job

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Table 48. Weeks of Searching Required to Find Full-time Job, by Graudate Status

Weeks of Job Searching Required	Graduates	Non Graduates
Under 1	50.2	37.3
1	10.6	11.2
2	9.7	12.0
3	4.1	4.3
4	10.6	11.2
5	1.8	1.7
6	3.7	3.9
7	1.4	1.7
Over 7	7.8	16.7
N	217	233

$x^2 = 12.18$

p .14

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Table 49. Weeks of Searching Required to Find Full-Time Job for Graduates, by Curriculum.

Weeks of Job Searching required	Bus Transfer	Eng Science	Liberal Arts	Bus Careers	Tech-nology	Nursing	Other
Under 1	40.0	66.7	32.0	43.9	30.8	57.9	50.0
1	40.0	0.0	16.0	12.2	7.7	8.7	0.0
2	0.0	0.0	12.0	14.6	15.4	7.9	0.0
3	20.0	0.0	4.0	4.9	0.0	4.0	0.0
4	0.0	33.3	12.0	9.8	23.1	7.9	50.0
5	0.0	0.0	0.0	4.9	0.0	1.6	0.0
6	0.0	0.0	4.0	2.4	7.7	4.0	0.0
7	0.0	0.0	4.0	0.0	0.0	1.6	0.0
Over 7	0.0	0.0	16.0	7.3	15.4	6.3	0.0
N=217	5	3	25	41	13	126	4

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Table 50. Weeks of Searching Required to Find Full-Time Job, for Non Graduates, by Curriculum.

Weeks of Job Searching Required	Bus Transfer	Eng Science	Liberal Arts	Bus Careers	Tech-nology	Nursing	Other
Under 1	35.7	22.2	39.4	39.6	32.1	44.0	31.6
1	21.4	33.3	9.9	7.5	10.7	8.0	5.3
2	7.1	22.2	12.7	11.3	7.1	12.0	21.1
3	3.6	0.0	5.6	5.7	3.6	0.0	5.3
4	21.4	0.0	9.9	11.3	7.1	12.0	10.5
5	0.0	0.0	0.0	5.7	0.0	4.0	0.0
6	0.0	11.1	4.2	3.8	0.0	4.0	10.5
7	0.0	0.0	1.4	1.9	7.1	0.0	0.0
Over 7	10.7	11.1	16.9	13.2	32.1	16.0	15.8
N = 233	28	9	71	53	28	25	19

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Table 51. Weeks of Searching Required to Find Full-Time Job for Graduates, by Ethnic Group.

Weeks of Job Searching Required	Black American	Hispanic American	White American	Other	T
Under 1	53.0	42.5	45.8	53.8	49.0
1	13.3	6.1	12.5	7.7	11.4
2	9.6	6.1	12.5	7.7	9.9
3	4.8	9.1	1.4	7.7	4.5
4	8.4	18.2	9.7	15.4	10.9
5	1.2	3.0	0.0	0.0	1.0
6	2.4	0.0	5.6	7.7	4.0
7	0.0	6.1	1.4	0.0	1.5
Over 7	7.2	6.1	11.1	0.0	7.9
N	83	33	72	13	201

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Table 52. Weeks of Searching Required to Find Full-Time Job, for Non Graduates, by Ethnic Group.

Weeks of Job Searching Required	Black American	Hispanic American	White American	Other	T
Under 1	37.7	32.4	43.2	30.8	37.8
1	6.6	13.2	9.9	30.8	11.1
2	11.5	10.3	16.0	0.0	12.0
3	6.6	2.9	4.9	0.0	4.4
4	9.8	11.8	12.3	7.7	11.6
5	0.0	4.4	1.2	0.0	1.8
6	4.9	1.5	3.7	15.4	4.0
7	1.6	1.5	1.2	0.0	1.3
Over 7	21.3	22.1	7.4	15.4	16.0
N	61	68	81	13	223

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Table 53. Weeks of Searching Required to Find Full-Time Job, by Graduate Status and Sex.

Weeks of Job Searching Required	Graduates			Non Graduates		
	Male	Female	T	Male	Female	T
Under 1	50.0	50.6	50.5	32.4	41.6	37.3
1	15.9	9.3	10.6	12.0	10.4	11.2
2	4.5	11.0	9.7	14.8	9.6	12.0
3	2.3	4.7	4.2	3.7	4.8	4.3
4	13.6	9.9	10.6	9.3	12.8	11.2
5	2.3	1.7	1.9	0.9	12.4	1.7
6	4.5	2.9	3.2	4.6	3.2	3.9
7	0.0	1.7	1.4	2.8	0.8	1.7
Over 7	6.8	8.1	7.9	19.4	14.4	16.7
N	44	172	216	108	125	233

$X^2=5.09$ $p > .74$ $X^2=6.82$ $p > .55$

(acknowledging one zero cell)

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Table 54. Full-Time Employment, by Curriculum and Graduate Status (of those who looked for a job).

	Graduates		Non Graduates	
Curriculum	N	p	N	p
Business Transfer	5	80.0	27	88.9
Engineering Science	14	50.0	9	77.8
Liberal Arts	51	49.0	112	62.5
Business Careers	45	91.0	66	77.3
Technology	13	84.6	35	77.1
Nursing	151	89.4	28	71.4
Other	1	100.0	17	82.4
N	270	81.1	294	72.4

$X^2 = 46.86$ $X^2 = 11.34$

$p < .001$ $p > .07$

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Table 55. Full-time Employment, by Ethnic Group and Graduates Status (of those who looked for a job).

	Graduates		Non Graduates		
Ethnic Group	N	P	N	P	PT
Black American	100	82.0	79	63.3	73.7
Hispanic American	43	83.7	86	74.4	77.5
White American	91	81.3	102	76.5	78.8
Oriental American	1	100.0	4	50.0	.60
Other	13	69.2	11	90.9	79.2
N	248	81.5	284	72.3	76.6

$X^2 = 7.18$
P 7.12

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Table 56. Full-time Employment by Graduate Status and Sex (of those who looked for a job).

	Graduates		Non Graduates		Total
	N	p	N	p	p
Male	64	70.3	147	75.5	73.9
Female	205	84.4	147	69.4	78.1

$X^2 = 5.41$ $X^2 = 1.09$

$p = .02$ $p > .29$

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Table 57. Salary for Full-time Job, for Graduates, by Curriculum

Salary per. Month	Business Transfer	Engineer Science	Liberal Arts	Business Careers	Tech-nology	Nursing	Other
Below $400	0.0	0.0	21.7	2.9	10.0	9.9	0.0
$401- 450	0.0	0.0	4.3	0.0	10.0	4.1	75.0
$451- 500	25.0	0.0	30.4	5.7	0.0	1.7	0.0
$501- 550	25.0	0.0	8.7	11.4	10.0	0.0	25.0
$551- 600	0.0	33.3	4.3	20.0	0.0	5.8	0.0
$601- 650	0.0	0.0	8.7	25.7	20.0	1.7	0.0
$651- 700	0.0	0.0	4.3	5.7	20.0	0.8	0.0
$701- 750	0.0	0.0	4.3	11.4	0.0	2.5	0.0
$751 +	50.0	66.7	13.0	17.1	30.0	73.6	0.0
N=200	4	3	23	35	10	121	4

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Table 58. Salary for Full-time Job, for Non Graduates, by Curriculum

Salary per. Month	Business Transfer	Engineer Science	Liberal Arts	Business Careers	Tech-nology	Nursing	Other
Below $400	32.0	33.3	19.7	23.1	4.3	30.4	25.0
$401- 450	8.0	11.1	11.3	7.7	8.7	0.0	6.3
$451- 500	0.0	0.0	19.7	13.3	26.1	17.4	12.5
$501- 550	16.0	11.1	9.9	11.5	13.0	4.3	12.5
$551- 600	4.0	0.0	11.3	7.7	8.7	21.7	6.3
$601- 650	8.0	33.3	7.0	3.8	4.3	8.7	0.0
$651- 700	0.0	0.0	5.6	5.8	13.0	4.3	12.5
$701- 750	0.0	0.0	4.2	5.8	0.0	4.3	6.3
$751 +	32.0	11.1	11.3	21.2	21.7	8.7	18.8
N=219	25	9	71	52	23	23	16

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Table 59. Salary for Full-time Job, for Graduates, by Ethnic Group

	Ethnic Group				
Salary per Month	Black American	Hispanic American	White American	Other	T
Below $400	7.6	16.2	5.0	25.0	9.6
$401-450	5.1	0.0	8.3	0.0	4.8
$451-500	6.3	5.4	8.3	0.0	6.4
$501-550	0.0	0.0	10.0	8.3	3.7
$551-600	5.1	18.9	5.0	8.3	8.0
$601-650	6.3	5.4	11.7	8.3	8.0
$651-700	1.3	2.7	5.0	8.3	3.2
$701-750	2.5	5.4	6.7	0.0	4.3
$751+	65.8	45.9	40.0	41.7	52.1
N	79	37	60	12	188

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Table 60. Salary for Full-time Job, for Non Graduates, by Ethnic Group

	Ethnic Groups				
Salary per Month	Black American	Hispanic American	White American	Other	T
Below $400	21.1	33.3	13.0	41.7	22.7
$401-450	7.0	7.9	7.8	8.3	8.1
$451-500	15.8	14.3	15.6	16.7	15.6
$501-550	21.1	9.5	5.2	0.0	10.4
$551-600	8.8	6.3	13.0	0.0	9.0
$601-650	7.0	6.3	9.1	0.0	7.1
$651-700	7.0	1.6	7.8	16.7	6.2
$701-750	1.8	3.2	3.9	8.3	3.3
$751+	10.5	17.5	24.7	8.3	17.5
N	57	63	77	12	209

$X^2 = 40.13$ (note zero cells)

$p > .15$

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Table 61. Salary for Full-time Job, for Graduates and Non Graduates, by Sex

	Graduates			Non Graduates		
Salary per Month	Male	Female	p_T	Male	Female	p_T
Below $400	2.7	11.1	9.5	22.1	22.6	22.4
$401-450	5.4	4.9	5.0	8.7	7.8	8.2
$451-500	5.4	6.2	6.0	12.5	17.4	15.1
$501-550	2.7	4.9	4.5	8.7	13.0	11.0
$551-600	10.8	7.4	8.0	8.7	10.4	9.6
$601-650	18.9	4.9	7.5	7.7	6.1	6.8
$651-700	10.8	1.2	3.0	3.8	7.8	5.9
$701-750	8.1	3.1	4.0	1.0	6.1	3.7
$751+	35.1	56.2	52.3	26.9	8.7	17.4
N	37	162	199	104	115	219
	$X^2 = 24.45$			$X^2 = 18.11$		
	$p < .002$			$p < .03$		

Table 62. Salary for Full-time Job, by Weeks of Searching, for Graduates (top number in cell is proportion of row total; bottom number in cell is proportion of column total)

	Weeks of Searching									
Salary	Under 1	1	2	3	4	5	6	7	Over 7	N
Below $400	37.5 6.4	12.5 9.5	12.5 12.5	0.0 0.0	18.8 16.7	0.0 0.0	0.0 0.0	0.0 0.0	18.8 20.0	16
$401-450	60.0 8.4	0.0 0.0	0.0 0.0	0.0 0.0	30.0 16.7	0.0 0.0	10.0 16.7	0.0 0.0	0.0 0.0	10
$451-500	58.3 7.4	0.0 0.0	8.3 6.3	8.3 11.1	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	25.0 20.0	12
$501-550	55.6 5.3	11.1 4.8	0.0 0.0	0.0 0.0	11.1 5.6	0.0 0.0	0.0 0.0	11.1 33.3	11.1 6.7	9
$551-600	26.7 4.3	20.0 14.3	13.3 12.5	13.3 22.2	13.3 11.1	6.7 33.3	0.0 0.0	6.7 33.3	0.0 0.0	15
$601-650	42.9 6.4	14.3 9.5	14.3 12.5	0.0 0.0	7.1 5.6	0.0 0.0	7.1 16.7	0.0 0.0	14.3 13.3	14
$651-700	20.0 1.1	0.0 0.0	0.0 0.0	20.0 11.1	40.0 11.1	0.0 0.0	20.0 16.7	0.0 0.0	0.0 0.0	5
$701-750	37.5 3.2	25.0 9.5	25.0 12.5	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	12.5 6.7	8
$751+	58.3 59.6	11.5 52.4	7.3 43.8	5.2 55.6	6.3 33.3	2.1 66.7	3.1 50.0	1.0 33.3	5.2 33.3	96
N	94	21	16	9	18	3	6	3	15	185

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Table 63. Salary for Full-time Job, by Weeks of Searching for Non Graduates (top number in cell is proportion of row total; bottom number in cell is proportion of column total)

Salary	Weeks of Searching: Under 1	1	2	3	4	5	6	7	Over 7	N
Below $400	26.0 16.3	18.0 42.9	14.0 28.0	2.0 12.5	16.0 33.3	6.0 100.0	6.0 33.3	4.0 50.0	8.0 10.5	50
$401-450	16.7 3.8	5.6 4.8	22.2 16.0	5.6 12.5	16.7 12.5	0.0 0.0	0.0 0.0	0.0 0.0	33.3 15.8	18
$451-500	36.1 16.3	11.1 19.0	5.6 8.0	2.8 12.5	8.3 12.5	0.0 0.0	8.3 33.3	5.6 50.0	22.2 21.1	36
$501-550	26.1 7.5	4.3 4.8	13.0 12.0	8.7 25.0	13.0 12.5	0.0 0.0	4.3 11.1	0.0 0.0	30.4 18.4	23
$551-600	63.6 17.5	4.5 4.8	0.0 0.0	0.0 0.0	18.2 16.7	0.0 0.0	4.5 11.1	0.0 0.0	9.1 5.3	22
$601-650	60.0 11.3	6.7 4.8	6.7 4.0	6.7 12.5	6.7 4.2	0.0 0.0	0.0 0.0	0.0 0.0	13.3 5.3	15
$651-700	58.3 8.8	8.3 4.8	16.7 8.0	16.7 25.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	12
$701-750	50.0 5.0	0.0 0.0	37.5 12.5	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	12.5 2.6	8
$751+	39.3 13.8	10.7 14.3	10.7 12.0	0.0 0.0	7.1 8.3	0.0 0.0	3.6 11.1	0.0 0.0	28.6 21.1	28
N	80	21	25	8	24	3	9	4	38	212

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Table 64. Proportions of Students in Full-time Jobs Related to B.C.C. Curriculum, by Curriculum and Graduate Status

	Graduates		Non Graduate		p_T
	N	p	N	p	
Business Transfer	5	80.0	25	44.0	50.0
Engineering Science	3	33.3	9	0.0	8.3
Liberal Arts	27	33.3	78	17.9	21.9
Business Careers	45	80.0	64	53.1	64.2
Technology	12	58.3	29	20.7	31.7
Nursing	147	99.3	25	60.0	93.6
Other	4	100.0	18	72.2	77.3
N	243	85.2	248	37.5	61.1
	$X^2 = 95.80$		$X^2 = 43.39$		
	$p < .001$		$p < .001$		

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Table 65. Proportions of Students in Full-time Jobs Related to B.C.C. Curriculum, by Ethnic Group and Graduate Status

Ethnic Group	Graduate		Non Graduate		p_T
	N	p	N	p	
Black American	91	91.2	64	35.9	68.4
Hispanic American	40	85.0	67	31.3	51.4
White American	79	79.7	93	46.2	61.6
Other	14	71.4	13	15.4	44.4
N	224	84.9	237	37.2	60.3
	$x^2 = 6.62$		$x^2 = 8.11$		
	$p > .15$		$p > .08$		

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Table 66. Proportions of Students in Full-time Jobs Related to B.C.C. Curriculum, by Graduate Status and Sex

	Graduates		Non Graduates	
	N	p	N	p
Male	49	65.3	113	19.5
Female	193	90.2	135	52.6
Total	242	85.1	248	37.5

$x^2 = 17.14$ $x^2 = 27.40$

$p < .001$ $p < .001$

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Table 67. Importance of B.C.C. Studies for Obtaining Full-time Job,* by Graduate Status and Curriculum (only groups large enough for analysis are included).

Graduates		Importance			
	N	Not Very	Moderately	Extremely	Required
Business Careers	36	8.3	36.1	16.7	38.9
Nursing	152	1.3	3.3	17.1	78.3

Non Graduates					
	N	Not Very	Moderately	Extremely	Required
Business Careers	35	25.7	25.7	11.4	37.1

* related to B.C.C. Curriculum

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Table 68. Importance of B.C.C. Studies for Obtaining Full-time Job,* Graduates by Ethnic Group

	Black American	Hispanic American	White American	Other	T
Required for Job	65.2	70.3	65.7	42.9	65.7
Extremely Important	22.5	16.2	10.4	42.9	17.9
Moderately Important	5.6	10.8	20.9	14.3	11.9
Not Very Important	6.7	2.7	3.0	0.0	4.5
N	89	37	67	7	200

*related to B.C.C. curriculum

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Table 69. Importance of B.C.C. Studies for Obtaining Full-time Job,* Non Graduates by Ethnic Group

	Black American	Hispanic American	White American	Other	T
Required for Job	10.0	20.0	25.0	0.0	19.8
Extremely Important	25.0	16.0	11.4	0.0	15.4
Moderately Important	20.0	28.0	29.5	0.0	26.4
Not Very Important	45.0	36.0	34.1	100.0	38.5
N	20	25	44	2	91

*related to B.C.C. curriculum

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Table 70. Importance of B.C.C. Studies for Obtaining Full-time Job, by Graduate Status amd Sex.

	Graduates		Non Graduates	
	Male	Female	Male	Female
Requried for Job	50.0	68.1	4.0	24.3
Extremely Inportant	11.8	19.2	4.0	18.6
Moderately Important	29.4	8.8	40.0	22.9
Not Very Important	8.8	3.8	52.0	34.3
N	34	182	25	70

* related to B.C.C. Curriculum

$X^2 = 13.98$ $X^2 = 10.12$

$p < .003$ $p < .02$

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Table 71. Usefulness of B.C.C. Curriculum on the Job,* by Graduate Status and Curriculum#

Graduates	N	Very Useful	Moderately Useful	Not at all Useful
Business Careers	33	63.6	33.3	3.0
Nursing	149	82.6	17.4	0.0

Non Graduates	N	Very Useful	Moderately Useful	Not at all Useful
Business Careers	36	47.2	44.4	8.3

*related to B.C.C. curriculum

#Only groups large enough to yield reliable statistics are included

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Table 72. Usefulness of B.C.C. Curriculum on the Job,* Graduates, by Ethnic Group

Usefulness on the Job	Black American	Hispanic American	White American	Other	T
Very Useful	84.9	76.5	61.9	100.0	76.8
Moderately Useful	15.1	23.5	36.5	0.0	22.7
Not at All Useful	0.0	0.0	1.6	0.0	0.5
N	86	34	63	10	193

*related to B.C.C. curriculum

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Table 73. Usefulness of B.C.C. Curriculum on the Job,* Non Graduates, by Ethnic Group

Usefulness on the Job	Black American	Hispanic American	White American	Other	T
Very Useful	52.0	47.8	34.1	50.0	42.6
Moderately Useful	36.0	34.8	50.0	50.0	42.6
Not at All Useful	12.0	17.4	15.9	0.0	14.9
N	25	23	44	2	94

*related to B.C.C. curriculum

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Table 74. Usefulness of B.C.C. Curriculum on the Job* by Graduate Status and Sex

Usefulness on the Job	Graduates		Non Graduates	
	Male	Female	Male	Female
Very Useful	62.5	78.0	26.1	46.7
Moderately Useful	37.5	21.5	52.2	40.0
Not at All Useful	0.0	0.6	21.7	13.3
N	32	177	23	75

$X^2 = 3.20$

$p > .20$

Table 75. Most Useful Courses on the Job by Graduate Status and Curriculum*

Graduates

	N	English	Math	Science	Nursing Technical	Modern Language	Social Science	Business or Secretarial
Business Careers	32	0.0	0.0	0.0	6.3	0.0	0.0	93.8
Nursing	124	0.0	0.8	0.8	89.5	0.8	7.3	0.8

Non Graduates

	N	English	Math	Science	Nursing Technical	Modern Language	Social Science	Business or Secretarial
Business Careers	25	4.0	4.0	8.0	0.0	0.0	0.0	84.0

* Subgroups of inadequate size for analysis are not shown.

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Table 76. Most Useful Courses on the Job for Graduates, by Ethnic group

B.C.C. Course	Black American	Hispanic American	White American	Other	T
English or Speech	0.0	7.1	1.9	0.0	1.8
Mathematics	1.4	0.0	1.9	0.0	1.2
Science	0.0	3.6	1.9	11.1	1.8
Nursing or Technical	75.3	64.3	53.7	66.7	66.1
Modern Language	0.0	0.0	1.9	0.0	0.(
Social Science or History	11.0	3.6	7.4	0.0	7.9
Business	12.3	21.4	31.5	22.2	20.6
N	73	28	54	9	164

Table 77. Most Useful Courses on the Job, by Graduate Status and Sex

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Course	Graduates			Non Graduates		
	Male	Female	Total	Male	Female	Total
English Speech	11.1	0.0	1.7	0.0	6.7	4.8
Mathematics	3.7	0.7	1.1	11.1	2.2	4.8
Science	3.7	1.3	1.7	38.9	2.2	12.7
Nursing or Technical	33.3	72.7	66.9	5.6	13.3	11.1
Modern Language	0.0	0.7	0.6	0.0	2.2	1.6
Social Science or History	7.4	8.0	7.9	16.7	15.6	15.9
Business or Secretarial	40.7	16.7	20.2	22.2	55.6	46.0
Music or Art	-	-	-	5.6	2.2	3.2
Health or Physical Ed	-	-	-	-	-	-
N	27	150	177	18	45	63

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